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ABSTRACT

This report argues that recent court decisions and the subsequent implementation of desegregation plans have contributed to rapidly increasing resegregation of the public school population. Official enrollment data for the Memphis City School System from 1963 to 1976 is used to: (1) examine enrollments in light of induced desegregation from its inception in the 1972-73 school year to 1975-76; (2) project the racial composition of the school system, particularly white enrollment, for future planning purposes; and (3) identify some possible consequences of those projected enrollments as they relate to planning procedures. Taken into consideration are normal white attrition rates and the annexation of Raleigh area schools which represented 20 percent of the school system's total white enrollment. Numerous tables and graphs provide comparative enrollment data for grades 1-12 in the school system. Appendices include a list of 1975-76 private and parochial school enrollment figures, and black and white birth rates for Memphis and Shelby Counties (1959-1965). (EB)

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INDUCED DESEGREGATION: ITS EFFECTS ON WHITE PUPIL POPULATION AND RESEGREGATION IN THE MEMPHIS CITY SCHOOL SYSTEM

by

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Memphis, Tennessee
March 19, 1976

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PREFACE

It has been twenty-two years since the United States Supreme Court declared that "Separate educational facilities are inherently unequal." To those of us who have lived as adults through this period, it sometimes seems like a century.

Think of the people who pass in review as we let our minds travel back over the years. There was, first of all, Oliver Brown, the father of one of the children in Topeka, Kansas, for whom admittance was sought to an all-white school. There was Earl Warren, who wrote the opinion and who gave his name to a Supreme Court. There was Orval Faubus, whose actions made him a symbol of resistance to the inevitable. There was John Kasper, who had his day in the sun in Clinton, Tennessee. There was Thurgood Marshall, who successfully fought case after case through the courts. There was Daisy Bates, the persistent president of the Arkansas NAACP.

There were places whose names leap out from a map of the South--Clay and Sturgis, Kentucky; Little Rock, Arkansas; Prince Edward County, Virginia; New Orleans, Louisana; and yes, even Memphis.

There was a whole glossary of new words added to our everyday vocabulary--or old words with new meanings: massive resistance, states rights, interposition, freedom of choice, neighborhood schools, the Southern Manifesto, desegregation, integregation and so on.

I remember so well hearing Dr. Benjamin Mays, former president of Morehouse College and now chairman of the Atlanta School Board, speaking to a group of doctoral students at the University of Tennessee in the

fall of 1964. Dr. Mays said that the day was coming when all of us would "laugh and laugh" over all of our wrangling about segregation and desegregation. Dr. Mays is a wise man and he may have been right, but he must have known that many, many tears would have to be shed before the laughter could be heard.

Anthony Lewis, in his book entitled Portrait of a Decade--The Second American Revolution, called the ten-year period ending in 1964 the "years of purgatory." Reed Sarratt entitled his book on the same period The Ordeal of Desegregation, explaining that "for almost everyone, of whatever persuasion or race, the process of change was an ordeal." Today, it appears that across this nation we haven't yet completed our time of ordeal, of purgatory.

Fifteen years ago, or even ten years ago, the issues were so much simpler. You didn't even need a program to separate the "good guys" from the "bad guys." If you were an integrationist, the villains were those segregationists who were trying to maintain the status quo, who were fighting against equal educational opportunity. If you were a segregationist, you had to contend with those misguided people who were trying to impose some extreme sociological theory on the nation, with the eventual goal of amalgamating the human race.

Nowadays, though, the good guys and the bad guys are all mixed up. Although we may have our own personal heroes and villains, it is not nearly so easy to fit them--nor the rank and file--into convenient slots. Yesterday's stereotypes have been replaced by a people who are merely concerned with the effects of these legal directives on the young people of our nation, people who are neither segregationists nor integrationists,

per se, but are instead people who are concerned with the product--as well as the process. They simply want an answer to the question--what positive, educational benefits accrue to boys and girls at the end of the bus ride?

Whereas fifteen, or even ten years ago, the rest of the nation thought that indeed the Mason-Dixon line separated the country into two sections--one comprised of people who had been able to solve their racial problems and the other with those that had not--today it is not so simple! Was it not just within the past year that the television stations regularly showed pictures of columns of school buses in Boston, protected by masses of policemen, making their way from one area of the city to another? And how long has it been since those same television stations relayed the conflict in and around South Boston High School--or the bombing of the buses in Pontiac, Michigan--or the confrontations and violence in Louisville, Kentucky? There have been varying interpretations of these harrowing scenes: that twenty-two years after the Supreme Court decision, declaring segregation unconstitutional, the nation is still racist; or that the North is even more racist than the South; or that objection to induced desegregation is not a matter of racism at all, but an inability on the part of a large segment of our population to discern any logic in the "winds of judicial rhetoric" which buffet them; or, we may conclude, that something has gone terribly wrong with our effort as a nation to right a monstrous wrong. I tend to believe the latter.

What has "gone wrong" in Memphis? What has occurred during the past three years which could have caused the white children of Memphis to abandon the public schools, and to have become a part of what has been termed the largest segregated "school system" in the South--the "Memphis

Private and Parochial School System?"

After twenty-two years and a myriad of court rulings, we find today school desegregation (busing) the most divisive of all domestic issues in this country.

What has "gone wrong?"

OZS
March 19, 1976

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INTRODUCTION

Recently heated debate has erupted in the social science literature concerning the effects of induced desegregation and its most visible tool, forced busing, on student achievement and associated variables. The proponents of busing have cited research which they claim has demonstrated positive effects of induced desegregation and busing, while busing's opponents have claimed opposite results. The situation has understandably caused a great deal of public and professional confusion about the actual effects of busing and induced desegregation.

The major purpose of this report is not to investigate whether positive educational benefits (in the area of increased academic achievement and lessening of racial tensions) accrue to black children and white children through desegregation measures. The major purpose of this report will be, rather, to report what has happened to the white pupil population of the Memphis City School System in the three years following implementation of Plan Z.

The Issues

Recently two exhaustive pieces of research concerning the educational pay-off of induced desegregation on the national level have been published.

Dr. David J. Armor, senior social scientist of the Rand Corporation, Santa Monica, California, in one study[1] summarized that all the evidence

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[1]David J. Armor, "The Evidence on Busing," The Public Interest (Summer, 1973) and David J. Armor "Longitudinal Study of School Desegregation (with Robert Crain, et al.) The Rand Corporation, Santa Monica, California).

shows induced desegregation (busing) will do little or nothing to significantly improve the level of educational achievement (of either black children or white children) and will do little or nothing to close the gap which exists, almost universally, between white and black students at any given age. His most recent publication deals with the issue of white-flight.

The second researcher, Dr. Nancy St. John, reports in a recently published book[2] that studies of achievement (subsequent to Armor's) have shown a tremendous body of evidence which reflect the effects of various factors on school achievement in desegregated settings. The findings which she cites have consistently reported that variations in family backgrounds and/or socioeconomic factors account for far more variation in academic achievement than do variations in school characteristics including racial composition.

Dr. St. John's 1975 study reviews all the research available, about 120 studies, and asks a question that has recently been sadly ignored: what does it (desegregation) do for, and to, children? She has put aside questions of constitutional interpretation and of political significance, and has asked this question that many educators and parents (this writer included) consider the most important one, the one that in actuality provided part of the reasoning for the original constitutional decision on desegregation.

What she demonstrates, overwhelmingly, is how simple (and simple-minded) our understanding of that decision has been. The author seems to have included in the "our" the social scientists who have been such

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[2]See Nancy St. John, School Desegregation: Outcomes for Children (New York: John Wiley, 1975).

an important force in the movement for legal desegregation, the lawyers who used their arguments, and the judges who imposed their interpretations--as well as planners who constructed desegregation plans and administrative staff members and Boards of Education who had to implement plans based on the Courts' interpretations of "constitutional requirements."

Dr. Nathan Glazer, writing the Foreword for Dr. St. John's book, stated the following:

> There was no reason to believe that desegregation alone--the achieving of some statistical mix of children of different races--would raise the educational achievement of black children, enhance their self-image, or improve race relations. Indeed, the evidence to date demonstrates that to expect a clear result from one change in a situation, without considering everything else that is crucially important in children's lives, was naive. Was the integration "natural"--a result of neighborhood mixing? voluntary--a result of choice? forced--a result of state or judicial compulsion? How was it seen by the different groups involved? How was it carried out? When was it carried out? What did it mean symbolically--did it mean the expansion of opportunity and freedom or the restriction of choice by arbitrary authority?
>
> How all of this could have been ignored, to play no role in the development of integration programs, is hard to understand: in the end, a line of constitutional interprecation was developed and imposed that permitted hardly any variation, no adaptation to circumstance, no role for educators, and no concern for the education of children. (emphasis added by the writer).
>
> Whether or not one sees the development of integration policy in this country in this way or not . . . it will be hard for any . . . to disagree that if one does have concern for "outcomes for children," integration policies must be much more subtle, varied, modulated, based on concrete realities and continuing research than they have been to date.

St. John argues that the social costs of mandatory, long-distance busing should be carefully weighed and that residential desegregation be given priority over wholesale, central city - suburban exchange of

pupils. She maintains that planners should recognize the psychological power of self-determination and allow black and white families options and maximum choice among feasible (and constitutionally permissible) educational alternatives. She further develops the thesis that school desegregation is a many-sided phenomenon, the effects of which may be beneficial to children in some respects while detrimental in others. She points out that the quality of implementation necessary in order to maximize benefits and minimize harm is more important than ratios, quotas, and racial balance.

There has been no formal research activity completed in the Memphis City School System relative to the presumed achievement-raising effect of desegregation, although a single study is now in progress and results should be available in June of this year. However, upon just casual perusal of norm-referenced, standardized achievement test results for the past five (5) years, one will be cruelly disappointed if he expects to find achievement gains (among both white and black students) since implementation of induced desegregation in Memphis. The examination of such data will instead reflect either no gain across the system, or a decline in scores made on the aforementioned tests (either reported in total grade equivalents (TGE) or percentile rankings). There is little, if any, data which might suggest that this trend will soon be reversed, particularly if court-ordered desegregation has as one of its desired outcomes improved academic achievement of black students (or of white students as well, although this writer knows of no instance where improved academic achievement of white students as a function

of induced desegregation was ever proposed as an outcome of desegregated settings).

Purpose of the Study

As previously stated, the primary purpose of this report is to serve another purpose. That is, it is not the intent of the writer to examine whether positive academic, achievement-oriented outcomes accrue to black children (or white children) as a function of desegregation activities, but rather to examine reasons for the significant loss of white students from the school system since the 1970-71 school year. Stated another way, the report will examine the relationship between the court-ordered desegregation of the Memphis City School System and the resulting instability of the system's student population (i.e., loss of white enrollment from the system's schools). This phenomenon has been largely ignored in studies examining the effects of induced desegregation.

The examination of data and the relationship between enrollment patterns and desegregation orders (Northcross vs. Board of Education) clearly demonstrate a marked correlation between various court orders (Plan A and Plan Z) and white enrollment loss. Although correlation does not necessarily imply causation, the relationship between desegregation orders and abrupt declines in white enrollment is too conspicuous to be attributed entirely to chance.

Before proceeding further with this report, and in light of anticipated misinterpretation of the reason for writing the report as well as in light of the fact that the writer anticipates from some quarters

disagreement with the data and their interpretation, it is felt necessary to discuss two aspects of the report:

1. It is a report of original research done by the writer, without input from any other member of the Division of Research and Planning or any other division or department of the Memphis City School System. The report was voluntarily done by the writer and not at the request or insistence of any staff member or Board of Education member.

2. The report in no way questions the validity of the Supreme Court decision of 1954 (Brown). This report does not argue the Brown decision since the Brown decision is a matter of social morality and not amenable to support or refutation on the basis of empirical data.

The report does, however, using official enrollment data of the system from 1963 to the present, purport to accomplish the following: (1) examine enrollments in light of induced desegregation from its inception in the 1972-73 school year to the present (1975-76); (2) attempt to project the racial composition of the school system for future planning purposes; and (3) identify some possible consequences of those projected enrollments as they relate to planning procedures.

In short, then, the report will show that valid, consistent evidence does exist in the Memphis City School System to support the contention that recent court-ordered desegregation decisions and the subsequent implementation of desegregation plans have contributed to rapidly increasing resegregation of the public school population--thus thwarting efforts to achieve the goal of meaningful integration.

The data in this report will suggest that the time has come to examine current policies and procedures designed to end racial isolation

in the schools (Plan Z). The problem of racial isolation in the Memphis City School System requires innovative solutions which are not counter-productive.

White Flight and Resegregation

The past six (6) months have produced heated debate between social scientists and behavorial scientists relative to court-ordered, induced desegregation as a causative factor leading to resegregation of schools (and entire school systems) because of white flight.

An example may be drawn from the research of the University of Chicago sociologist, Dr. James S. Coleman. Coleman's study of 1966, on academic achievement of black students, is generally considered the major sociological support for recent court-ordered desegregation decisions requiring busing. In that study Coleman concluded that black students would achieve better in school settings which would place them with white, middle-class children. Controversy has swirled around this conclusion, especially since Coleman published another study in which he said busing has proved counter-productive because--instead of accomplishing the original intent--it has instead driven whites from urban school districts. Coleman had said busing in school districts would bring about immediate desegregation (and immediate Federal-Court compliance) and would reduce the number of all-black schools in an urban district. His recent study, however, suggested that desegregation orders actually create greater segregation and more all-black schools, because white parents remove their children from schools or leave the school system--thus the counter-productivity of the original intent.

Countering Coleman's findings have been Dr. Robert L. Green, Dean of the College of Urban Development, Michigan State University, and Dr. Thomas F. Pettigrew, professor of Social Psychology and Sociology at Harvard University. The concern of Green and Pettigrew is over research methodology used by Coleman and his associates.

It is not the writer's intent to insert himself into the disagreement among these academicians. In Appendix A of this report are reprints from Phi Delta Kappan magazine setting forth the conflicting positions; the reader(s) may draw his personal conclusions based on the content of the articles.

It is, however, the intention of this writer to examine and report enrollment data for the Memphis City School System as it relates to the "white flight" phenomena and resegregation of many of the schools in the system.

The Facts

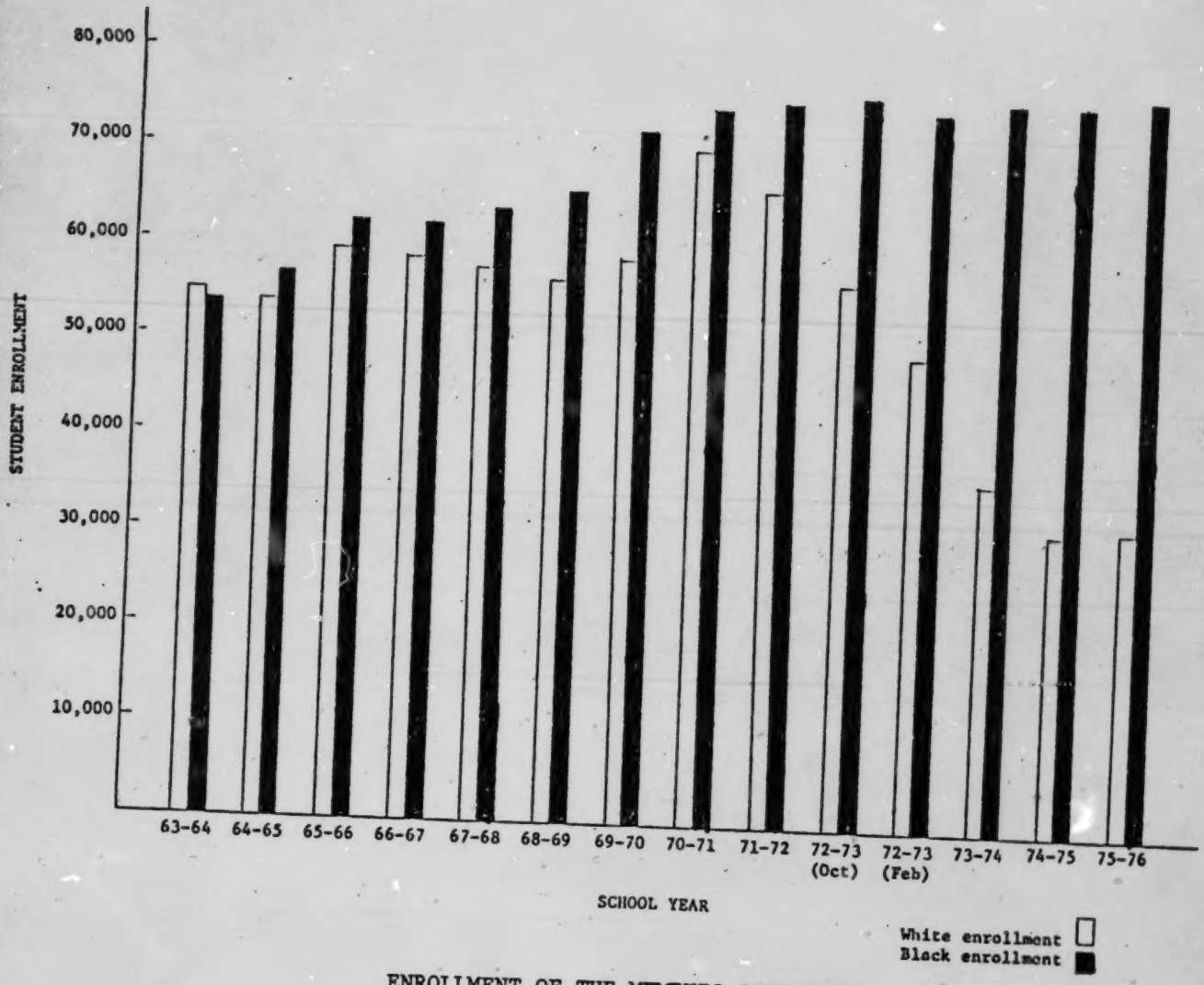
On pages 10-11 is found data entitled Report Showing Enrollment of Memphis City School System from 1963-64 to Present (October, 1975). Inasmuch as kindergarten and special education students are exempt from desegregation procedures in the school system, the information and data used in the remainder of this report will only refer to students in grades 1-12.

As can be seen from the aforementioned report, the school system had maintained a marked degree of stability relative to racial composition from the 1963-64 school year (50.6% white and 49.4% black) through and including the 1970-71 school year (48.4% white and 51.6% black). Obviously there was some minor fluctuation of racial percentages;

REPORT SHOWING ENROLLMENT OF MEMPHIS CITY SCHOOL SYSTEM
FROM 1963-64 TO PRESENT

October, 1975
Division of Research and Planning
Memphis City School System

SCHOOL YEAR	GRADES 1-6	GRADES 7-9	GRADES 10-12	TOTAL 1-12	KINDERGARTEN	SPECIAL EDUCATION	SYSTEM TOTAL	REMARKS
1963-64	W 30,108 (46.9%) B 34,119 (53.1%) T 64,227	W 13,685 (51.5%) B 12,905 (48.5%) T 26,590	W 11,425 (62.4%) B 6,892 (37.6%) T 18,317	W 55,218 (50.6%) B 53,916 (49.4%) T 109,134	W B T	W 513 (58.5%) B 364 (49.4%) T 877	W 55,731 (50.7%) B 54,280 (49.3%) T 110,011	
1964-65	W 29,831 (44.9%) B 35,391 (55.1%) T 64,222	W 13,538 (49.9%) B 13,590 (50.1%) T 27,128	W 11,821 (60.2%) B 7,809 (39.8%) T 19,630	W 54,190 (48.8%) B 56,790 (51.2%) T 110,980	W B T	W 587 (55.3%) B 464 (44.1%) T 1051	W 54,777 (48.9%) B 57,254 (51.1%) T 112,031	
1965-66	W 31,893 (46.6%) B 36,552 (53.4%) T 68,445	W 14,829 (50.5%) B 14,479 (49.5%) T 29,308	W 12,436 (58.5%) B 8,806 (41.5%) T 21,242	W 59,158 (49.7%) B 59,837 (50.3%) T 118,995	W B T	W 689 (55.9%) B 544 (44.1%) T 1233	W 59,847 (49.8%) B 60,381 (50.2%) T 120,228	Enrollment figures for this school year are greater than previous year as a function of the Annexation of Oakhaven, Parkway Village, and Fox Meadows area
1966-67	W 31,055 (45.5%) B 37,252 (54.5%) T 68,307	W 15,122 (49.8%) B 15,221 (50.2%) T 30,343	W 12,400 (55.8%) B 9,827 (44.2%) T 22,227	W 58,577 (48.5%) B 62,300 (51.5%) T 120,877	W 81 (12.2%) B 581 (87.8%) T 662	W 837 (57.4%) B 622 (42.6%) T 1459	W 59,495 (48.4%) B 63,503 (51.6%) T 122,998	
1967-68	W 30,475 (44.9%) B 37,346 (55.1%) T 67,821	W 14,912 (48.3%) B 15,993 (51.7%) T 30,905	W 12,421 (54.5%) B 10,361 (45.5%) T 22,782	W 57,808 (47.6%) B 63,700 (52.4%) T 121,508	W 26 (3.9%) B 640 (96.1%) T 666	W 963 (52.5%) B 871 (47.5%) T 1834	W 58,797 (47.4%) B 65,211 (52.6%) T 124,008	
1968-69	W 29,295 (43.7%) B 37,743 (56.3%) T 67,038	W 14,997 (47.8%) B 16,378 (52.2%) T 31,375	W 12,389 (52.8%) B 11,094 (47.2%) T 23,483	W 56,681 (46.5%) B 65,215 (53.5%) T 121,896	W 23 (3.4%) B 644 (96.6%) T 667	W 1097 (50.1%) B 1094 (49.9%) T 2191	W 57,801 (46.3%) B 66,953 (53.7%) T 124,754	
1969-70	W 29,932 (42.6%) B 40,272 (57.4%) T 70,204	W 15,633 (45.7%) B 18,561 (54.3%) T 34,194	W 13,234 (49.8%) B 13,320 (50.2%) T 26,554	W 58,799 (44.9%) B 72,153 (55.1%) T 130,952	W 207 (21.8%) B 742 (78.2%) T 949	W 1276 (49.0%) B 1326 (51.0%) T 2602	W 60,282 (44.8%) B 74,221 (55.2%) T 134,503	Mitchell Road, Levi, and Westwood area added this school year as a function of annexation.
1970-71	W 35,210 (46.3%) B 40,845 (53.7%) T 76,055	W 18,823 (49.2%) B 19,398 (50.8%) T 38,221	W 15,776 (52.6%) B 14,238 (47.4%) T 30,014	W 69,809 (48.4%) B 74,481 (51.6%) T 144,290	W 202 (21.5%) B 737 (78.5%) T 939	W 1358 (48.7%) B 1428 (51.3%) T 2786	W 71,369 (48.2%) B 76,646 (51.8%) T 148,015	Fairley, Hillcrest, Whitehaven area added via annexation this school year--also Memphis East Annexation area (Balmoral-Ridgeway) added at same time.
1971-72	W 31,834 (43.9%) B 40,656 (56.1%) T 72,490	W 17,934 (47.1%) B 20,137 (52.9%) T 38,071	W 16,151 (52.5%) B 14,593 (47.5%) T 30,744	W 65,919 (46.7%) B 75,386 (53.3%) T 141,305	W 572 (24.5%) B 1764 (75.5%) T 2336	W 1281 (44.1%) B 1623 (55.9%) T 2904	W 67,772 (46.2%) B 78,773 (53.8%) T 146,545	
1972-73 (October)	W 26,194 (39.2%) B 40,589 (60.8%) T 66,783	W 15,164 (42.9%) B 20,169 (57.1%) T 35,333	W 15,184 (50.3%) B 14,993 (49.7%) T 30,177	W 56,542 (42.7%) B 75,751 (57.3%) T 132,293	W 1217 (32.0%) B 2591 (68.0%) T 3808	W 1114 (37.0%) B 1898 (63.0%) T 3012	W 58,873 (42.3%) B 80,240 (57.7%) T 139,113	White's Chapel--Coro Lake area added via annexation this school year.
1972-73 (February)	W 21,671 (35.0%) B 40,158 (65.0%) T 61,829	W 13,097 (40.0%) B 19,610 (60.0%) T 32,707	W 14,408 (49.6%) B 14,657 (50.4%) T 29,065	W 49,176 (39.8%) B 74,425 (60.2%) T 123,601	W 1156 (30.9%) B 2583 (69.1%) T 3739	W 1080 (35.2%) B 1991 (64.8%) T 3071	W 51,412 (39.4%) B 78,999 (60.6%) T 130,411	
1973-74 (Projected) April, 1973	W B T 60,322	W B T 32,211	W B T 26,540	W B T 119,073	W B T	W B T	W B T	Raleigh area added this school year via annexation: 2792 W - 239 B.
1973-74 (Estimated) July, 1973	W B T 59,825	W B T 29,257	W B T 27,275	W B T 116,357	W B T	W B T	W B T	
1973-74 (Actual) October, 1973	W 15,960 (28.4%) B 40,226 (71.6%) T 56,186	W 9,165 (31.4%) B 20,051 (68.6%) T 29,216	W 10,789 (41.6%) B 15,161 (58.4%) T 25,950	W 35,914 (32.3%) B 75,438 (67.7%) T 111,352	W 1494 (27.4%) B 3949 (72.6%) T 5443	W 940 (31.8%) B 2015 (68.2%) T 2955	W 38,348 (32.0%) B 81,402 (68.0%) T 119,750	Cupleville Annexation area (grades 4-6) added this year.
1974-75 (Actual) October, 1974	W 14,353 (26.8%) B 39,257 (73.2%) T 53,610	W 8,506 (29.5%) B 20,348 (70.5%) T 28,854	W 8,476 (35.2%) B 15,612 (64.8%) T 24,088	W 31,335 (29.4%) B 75,217 (70.6%) T 106,552	W 2038 (29.8%) B 4810 (70.2%) T 6848	W 786 (32.1%) B 1660 (67.9%) T 2446	W 34,159 (29.5%) B 81,687 (70.5%) T 115,846	Cupleville Annexation area (grades 1-3) added this year.
1975-76 October, 1975	W 14,423 (27%) B 39,494 (73%) T 53,917	W 8,873 (30%) B 20,592 (70%) T 29,465	W 8,354 (34.4%) B 15,925 (65.6%) T 24,279	W 31,650 (29.4%) B [illegible] (70.6%) T [illegible]	W 2416 (30.3%) B 5546 (69.7%) T 7962	W 766 (30%) B 1782 (70%) T 2548	W 34,832 (29.5%) B 83,339 (70.5%) T 118,171	North Raleigh Annexation added this year: 2723 W - 298 B.



ENROLLMENT OF THE MEMPHIS CITY SCHOOL SYSTEM FROM 1963-64 TO PRESENT

but, because of annexation action, stability was achieved as late as the 1970-71 school year.

The 1970-71 school year is used as a "benchmark" throughout this report for several reasons. First, it was the year the system had its largest enrollment (144,290 students in grades 1-12); and, second, it was the last year of stability--that is, the school year prior to the desegregation "scare" which descended upon the city via the Supreme Court decisions in Swann and Davis. These two decision were delivered in April, 1971 and immediately Northcross vs. Board of Education was back in court. Thus, between the 1970-71 school year and October of the 1971-72 school year, the system lost 3,890 white students. Natural white attrition would and probably did contribute to a portion of this loss. As will be shown later in this report there was a trend of white attrition (for a variety of reasons exclusive of desegregation) from the 1965-66 school year through the 1968-69 school year. However, the loss of 3,890 students at this particular time in history could not totally be attributed to "normal" white attrition. It was during the summer of 1971 that plans were being made for the de facto - de jure hearing in Federal District Court (November 1971). News media gave these hearing preparations, as well as the actual hearing, considerable coverage; and an uneasiness certainly developed throughout the city (particularly among white school patrons).

In December 1971 (1971-72 school year) a Memorandum Decision was handed down in Federal District Court directing the Memphis City School System to construct two (2) desegregation plans. They were prepared (Plan A and Plan B) and a hearing was held in the spring of 1972 relative

to adoption of a plan. Plan A was directed, by the Federal District Court, to be implemented in September 1972 (1972-73 school year). However, inasmuch as the case was on appeal to the Sixth Court of Appeals, a stay was granted and Plan A was not implemented in September 1972. The system, however, was directed to implement the plan in January of the 1972-73 school year. In addition to directing implementation of Plan A, the Appellate Court ruled Plan A was but a first step in the school system's efforts to meet its constitutional requirement and directed that a more extensive desegregation plan be drawn and implemented.

Finally, after a lengthy hearing in the spring of 1973 (1972-73 school year), the school system was directed by the Federal District Court to implement in September 1973 (commencing with the 1973-74 school year) what came to be known as Plan Z.

What happened to the white enrollment of the school system from that benchmark year of 1970-71, through the time of various court hearings and desegregation orders, to the present?

As can be seen from the report on page 10 there was a loss of 9,377 white students from the 1971-72 school year (65,919) to the start of the 1972-73 school year (56,542). The magnitude of this dramatic loss certainly cannot be attributed to normal white attrition. It should be remembered that during this period Plan A had been ordered, but implementation was delayed inasmuch as the case was on appeal.

After the Court of Appeals' ruling early in the 1972-73 school year which directed Plan A implementation at the start of the second semester, one can observe from the data another dramatic loss of white students. February 1973 attendance figures (1972-73 school year) reflect

that, upon implementation of Plan A, the system lost (between semesters) another 7,366 students. Thus, from the 1971-72 school year through and including Plan A implementation (January 1973) the school system lost 16,743 students. Comparing white enrollment for this period (through Plan A implementation) against the benchmark year of 1970-71, it is observable that there was a loss of 20,633 white students. Thus, in a two (2) year period from the 1970-71 school year through February of the 1972-73 school year, the system decreased by 20,633 white students. It should be kept in mind, however, that Plan Z had not yet been constructed--although it was common knowledge throughout the city that plans were being drawn which would require more extensive transportation of students commencing with the 1973-74 school year.

Plan Z was implemented in September 1973 (1973-74 school year). Official attendance figures reflect that only 35,914 white students were enrolled in the system that year. Of the 35,914 white students in the system (1973-74), 2,792 came into the system via annexation of the south Raleigh area. Thus, from the previous year, 1972-73, there was a net loss of 20,628 students--that is, computed from October 1972 to October 1973 there was a loss of 20,628. Computed from February 1973 (implementation of Plan A) through October 1973 there was a loss of 13,262 white students. Viewing the white enrollment of 1973-74 (35,914) in comparison to the benchmark year of 1970-71, one can observe a net loss of 33,895 white students.

Commencing with the second year of Plan Z, 1974-75, one can observe a decrease of 4,579 white students from the previous year (1973-74). Or, in comparison to the benchmark year of 1970-71, one can account for a

loss of 38,474 white students.

Presently, during the 1975-76 school year there are 31,650 white students in the school system, an increase of 315 white students from the previous year (1974-75). Of the 31,650 white students presently in attendance, however, 2,724 were annexed this year when the north Raleigh area schools became a part of the school system.

If the north Raleigh area schools had not been incorporated into the school system, the system would have experienced a loss of 2,409 white students from the system as compared to the 1974-75 school year. This statement is made in light of the knowledge that white students in the north Raleigh schools (Egypt, Raleigh-Egypt, and Springhill) availed themselves of their school assignments when the school year commenced. Thus, the calculated loss of 2,409 white students came from schools other than the Raleigh area schools.

Impact of Raleigh Annexation Upon White Enrollment of the System

Table 1, page 16, reflects enrollment data for the eight (8) schools in the Raleigh area. Five of these schools (Craigmont, Brownsville, Raleigh Bartlett Meadows, Scenic Hills, and Coleman) became a part of the Memphis City School System in the 1973-74 school year. The remaining three (Egypt, Raleigh-Egypt, and Springhill) became a part of the system this school year (1975-76).

As can be seen from Table 1, there are presently 6,207 white students in attendance at these schools and 1,369 black students.

What would be the racial composition of the Memphis City School System if the Raleigh area had not been annexed into the city?

TABLE I

ENROLLMENT HISTORY OF RALEIGH AREA
SCHOOLS SINCE ANNEXATION INTO CITY SCHOOL SYSTEM

	ENROLLMENT								
	1973-74			1974-75			1975-76		
SCHOOL	W	B	T	W	B	T	W	B	T
**Craigmont (7-12)	835	427*	1262	1070	466*	1536	1384	432*	1816
Brownsville (1-6)	598	114*	712	633	91*	724	628	91*	719
Raleigh-Bartlett Meadows (1-6)	301	111*	412	387	115*	502	443	110*	553
Scenic Hills (1-6)	268	172	440	243	157	400	268	151	419
Coleman (1-6)	503	227*	730	528	263*	791	437	224*	661
Coleman (7-8)	287	67	354	294	60	354	323	63	386
Raleigh-Egypt (9-12)	-	-	-	-	-	-	1180	151	1331
Egypt (1-6)	-	-	-	-	-	-	729	54	783
Egypt (7-8)	-	-	-	-	-	-	271	21	292
Springhill (1-6)	-	-	-	-	-	-	544	72	616
Total	2792	1118	3910	3155	1152	4307	6207	1369	7576

*Black children transported into Raleigh Area Schools. Of the 1,369 black students in attendance at Raleigh Area Schools (1975-76 school year) approximately 857 are transported into these schools from areas south of the Wolf River, or from the Shadowlawn area.
**Had only grades 7-10 in 1973-74; 7-11 in 1974-75; 7-12 in 1975-76.

As previously stated, there are 6,207 white students presently in attendance in the eight Raleigh area schools. This represents 20% of the white enrollment of the entire school system. If the Raleigh area had not been annexed, the present white enrollment would approximate 25,443. Assuming the present black enrollment for the system would have remained constant, the racial composition of the school system would be approximately 25% white and 75% black--opposed to its present 29.4% white and 70.6% black.

Further, in comparing the white enrollment in the benchmark year of 1970-71 (69,809) with the white enrollment of 1975-76 minus the Raleigh area schools (25,443), one can compute a net loss of 44,366 white students over this five (5) year period. This is certainly a valid comparison inasmuch as the Raleigh area was not a part of the city in 1970-71; thus, the Raleigh area schools made no contribution to the 69,809 white student enrollment of that year.

Normal White Attrition

As previously mentioned, one cannot ascribe desegregation activities as being the total causative factor which caused the white enrollment to drop from a high of 69,809 in 1970-71 to its present 31,650 (which, minus the Raleigh area, would be 25,443).

There was a discernible trend starting in the 1965-66 school year which reflected white attrition. Thus, an effort has been made to compute and project white attrition. As can be seen from data on page 10, the school years 1965-66 through 1968-69 reflected rather marked stability--that is, there was no desegregation "scare" and enrollments were

not affected by annexation. As a result the following rather negligible white attrition rate was recorded:

MODEL PERIOD

YEAR	WHITE ENROLLMENT	LOSS	
		Actual	Percent
1965-66	59,158		
		581	1
1966-67	58,577		
		769	1.3
1967-68	57,808		
		1127	1.9
1968-69	56,681		

The above years represent the "normal" enrollment (reflecting white attrition) trend for white students in the school system during years without annexation and without any desegregation activities.

If the above trend of loss was extended, the following white enrollments could, theoretically, be predicted as follows:

YEAR	PERCENT DECLINE	ENROLLMENT
1970-71	Base Year	69,809 actual
1971-72	1%	69,111 projected
1972-73	1.3%	68,213 projected
1973-74	1.9%	66,917 projected
1974-75	3.1%	64,843 projected
1975-76	5.5%	61,277 projected

The percentage loss as projected for 1974-75 (3.1%) and 1975-76 (5.5%) are at the outside limits quite liberal. It is this writer's opinion that the percent decline would probably have leveled off at no more than the 3.1% level indicated for the 1974-75 school year. However,

even assuming a 5.5% white loss through natural attrition for the current school year (1975-76), the white student enrollment in the Memphis City School System would have approximated 61,277 (again, exclusive of the Raleigh area) if desegregation had not been mandated (see graph, page 20).

If the 1975-76 white enrollment is to be compared to this figure (61,277), the students added through the Raleigh annexation must be excluded to maintain continuity of data[4]:

31,650 - 1975-76 White Enrollment
6,207 - Raleigh Annexation Students
25,443

Thus, if desegregation had not occurred, the system could have projected (and expected, excluding Raleigh, to have had) 61,277 white students this school year. In reality it has only 25,443 white students.

With this background and from data listed below the following accounts for what in reality has been the white loss from the system:

61,277 - Projection Based on Model Period of Loss
25,443 - Actual Enrollment Excluding Raleigh
35,834 - Loss from the System

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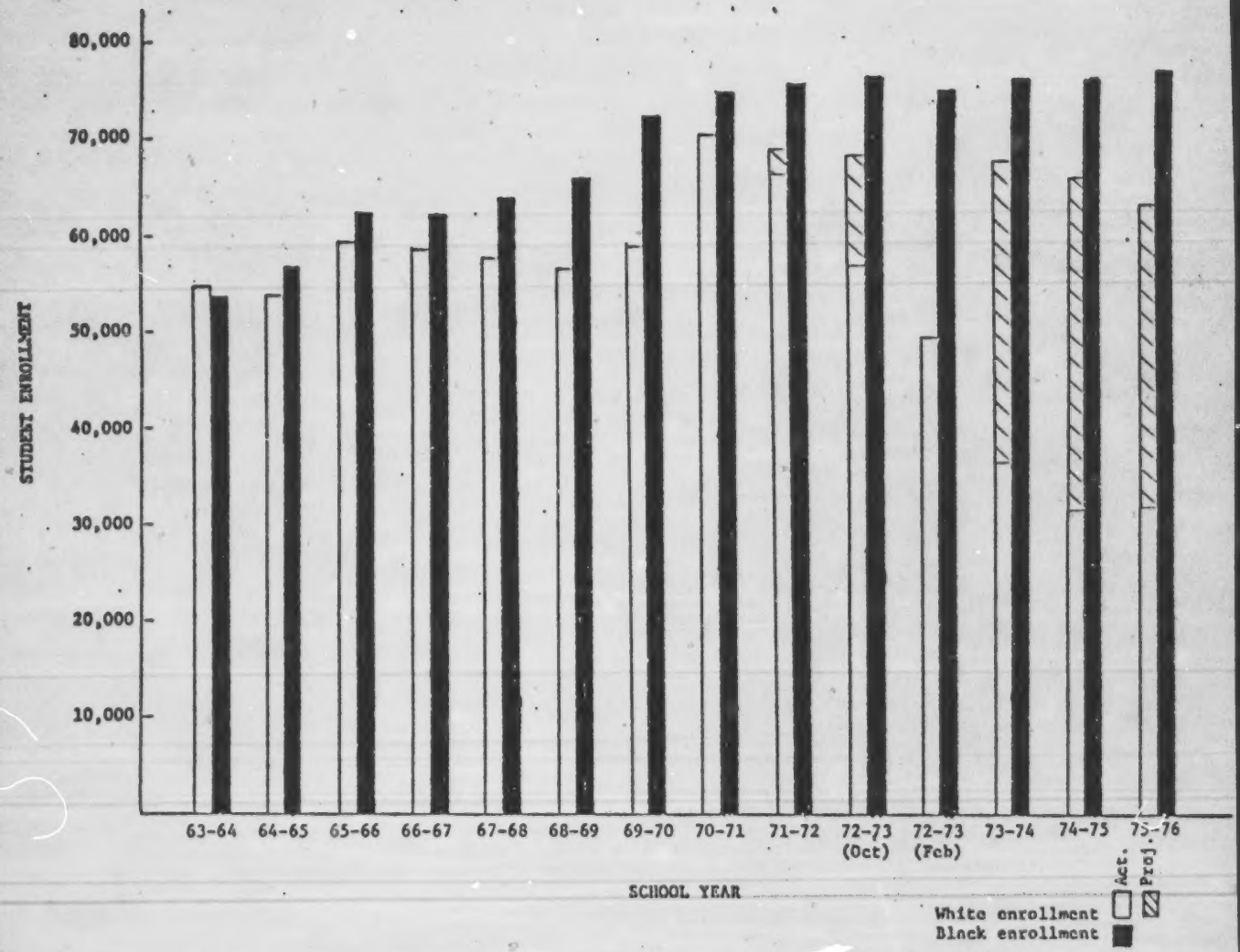
[4]The Raleigh area was not a part of the city during the "Model Period," 1965-66 school year through the 1968-69 school year; thus, its student population must be eliminated from actual white enrollment projection. It should be noted however, that the writer has not attempted to "tease out" the Capleville annexation area white children (in attendance) at Oakhaven and Alcy); nor of the recently annexed area in the Southeast part of the city that sends white children to Ridgeway Elementary and Ridgeway Junior High, the Whitten Heights area students in attendance at White Station, or the 7-9 grade Raleigh students in attendance at Trezevant. If this had been done the white loss from the system would be greater than 35,834.



ACTUAL ENROLLMENT IN RELATION TO PROJECTED ENROLLMENT FOR MEMPHIS CITY SCHOOL SYSTEM, 1971-72 TO PRESENT

In summation of this section of the report, it can be said with assurance (based on empirical data) that the school system has lost somewhere between 44,366 white students (see page 17) and 35,834 white students since the 1970-71 school year.

Whichever figure one chooses to accept is significant. This kind of white loss, be it 44,366 or 35,834, is certainly not attributable to normal white attrition[5]. If it isn't normal white attrition, then in this writer's opinion the only other causative factor contributing to such a loss is court-ordered desegregation activities. Although previously stated in this report, "correlation does not imply causation, the relationship between desegregation orders and such abrupt declines in white enrollment is too conspicuous to be attributed to chance" (see page 5).

Projected White Enrollment of School System for Five (5) Year Period

The following portion of this report will deal with anticipated (or projected) white enrollment in the school system for the next five (5) years. The projections which follow will exclude the Raleigh area and Raleigh area schools. As previously mentioned (page 17) 20% of the present white enrollment attend the eight (8) Raleigh area schools. Thus, Raleigh is therefore atypical in relation to what has happened (and will continue to happen) throughout the city relative to white

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[5]It is interesting to note that the present enrollment in the private and parochial schools of the city now approximates 36,000 students, of which fewer than 1,000 are black (see Appendix B).

enrollment loss. That is, there has been little or no "white flight" from Raleigh area schools. White students assigned to those schools have availed themselves of their school assignments and, unless forced into busing situations (south of the Wolf River or elsewhere), will probably remain in the public school system.

Looking at white enrollment data for the three years of Plan Z implementation (again exclusive of Raleigh) one can observe the following:

MODEL PERIOD

YEAR	WHITE ENROLLMENT (Minus Raleigh Area)	LOSS Actual	LOSS Percent
1973-74	33,122		
		4,942	15%
1974-75	28,180		
		2,737	10%
1975-76	25,443		
	Total	7,679 (loss)	

From the above it can be seen there was a 15% loss of white students between the first (1973-74) and second (1974-75) year of Plan Z implementation. There was a 10% loss of white enrollment between the second (1974-75) year and the present year (1975-76). There has been a total loss of 7,679 white students since Plan Z implementation. This loss (7,679) represents 23% of the total white enrollment of 1973-74 (33,122).

Ideally, for the kind of projection which follows, one would prefer to have data for a fourth year to verify the trend. The trend of course is continued loss of white enrollment. However, absent that needed data, one must rely on data available.

Following is depicted projected white enrollment for the next (5) years, again exclusive of the Raleigh area. The projections are

predicated upon one (1) important basic assumption. That basic assumption is as follows:

> The white enrollment loss of the school system has not stabilized, and it will continue to decline for the next five (5) years at approximately the same rate experienced during the past three (3) years (the three years of Plan Z implementation).

The following projects continued white loss at both a 5% factor per year and a 10% factor per year.

YEAR	PROJECTED WHITE ENROLLMENT 5% loss	10% loss
1976-77	24,171	22,899
1977-78	22,962	20,609
1978-79	21,814	18,548
1979-80	20,723	16,693
1980-81	19,687	15,024

If one accepts the basic assumption stated previously as valid, one can expect in the 1980-81 school year to have between 15,024 - 19,687 white students in the school system (exclusive of the Raleigh area).[3]

One of the difficulties in making projections such as those recorded above is the fact that a certain amount of subjective conjecture and value-laden judgments are required to be made. Given that qualification of projections just made (and understanding it as a limitation of this section of the report), it is possible to dabble even further in the area of conjecture and subjectivity and project the racial

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[3]The trend of continued white loss will partly be due to continuing desegregation activities; but a proportion can be attributed to a declining white birth rate as well (see Appendix C).

composition of the school system for the next five (5) years--including the Raleigh area and assuming the constancy of the present Raleigh area white enrollment and the present black enrollment of the entire system.

Stated another way, (1) if one makes the basic assumption that for the next five (5) years the white pupil enrollment in Raleigh area schools will remain constant (although it probably won't--if anything, it will increase) and (2) if one assumes the present black enrollment for the system will remain constant, the following projections may be made:

(See next page.)

BASE YEAR (1975-76)			
	White, Minus Raleigh	25,443	(80.4%)
	White, Raleigh Area	6,207	(19.6%)
	Total White	31,650	(29.4%)
	Total Black	76,011	(70.6%)
		107,661	

YEAR	PROJECTED ENROLLMENT					
	5% loss factor			10% loss factor		
1976-77	White, Minus Raleigh	24,171	(79.6%)	White, Minus Raleigh	22,899	(78.7%)
	White, Raleigh Area	6,207	(20.4%)	White, Raleigh Area	6,207	(21.3%)
	Total White	30,378	(28.4%)	Total White	29,106	(27.5%)
	Total Black	76,611	(71.6%)	Total Black	76,611	(72.5%)
	Total System	106,989		Total System	105, 717	
1977-78	White, Minus Raleigh	22,962	(78.7%)	White, Minus Raleigh	20,609	(76.9%)
	White, Raleigh Area	6,207	(21.3%)	White, Raleigh Area	6,207	(23.1%)
	Total White	29,169	(27.6%)	Total White	26,816	(25.9%)
	Total Black	76,611	(72.4%)	Total Black	76,611	(74.1%)
	Total System	105,780		Total System	103,427	
1978-79	White, Minus Raleigh	21,814	(77.8%)	White, Minus Raleigh	18,548	(74.9%)
	White, Raleigh Area	6,207	(22.2%)	White, Raleigh Area	6,207	(25.1%)
	Total White	28,021	(26.8%)	Total White	24,755	(24.4%)
	Total Black	76,611	(73.2%)	Total Black	76,611	(75.6%)
	Total System	104,632		Total System	101,366	
1979-80	White, Minus Raleigh	20,723	(77%)	White, Minus Raleigh	16,693	(72.9%)
	White, Raleigh Area	6,207	(23%)	White, Raleigh Area	6,207	(27.1%)
	Total White	26,930	(26%)	Total White	22,900	(23%)
	Total Black	76,611	(74%)	Total Black	76,611	(77%)
	Total System	103,541		Total System	99,511	
1980-81	White, Minus Raleigh	19,687	(76%)	White, Minus Raleigh	15,024	(70.8%)
	White, Raleigh Area	6,207	(24%)	White, Raleigh Area	6,207	(29.2%)
	Total White	25,894	(25.3%)	Total White	21,231	(21.7%)
	Total Black	76,611	(74.7%)	Total Black	76,611	(78.3%)
	Total System	102,505		Total System	97,842	

NOTE: These projections do not include additional students that will be added to the system via annexation.

From this data one can observe that at the 5% annual loss factor level the school system will experience a white student loss of approximately 5,756 over the next five years. This loss will come from across the system exclusive of the Raleigh area schools and represents 22.6% of the present white enrollment (25,443, exclusive of Raleigh area schools). At the 10% annual loss factor level the school system will experience a white student loss of approximately 10,419 over the next five (5) years. Again, this loss will take place in schools other than the Raleigh area and represents 41% of the present white student enrollment (25,443) exclusive of white students enrolled in Raleigh area schools.

In light of data reported above one can project with a degree of accuracy (assuming the basic assumption previously stated to be accurate) that in the 1980-81 school year the white enrollment of the school system will approximate between 25.3% or 21.7% of the total system's enrollment.

Whereas presently (1975-76) the eight Raleigh area schools contain approximately 20% of the total white enrollment of the system, one can predict that in 1980-81 the Raleigh area will contain between 24% and 29.2% of the total white enrollment of the system.

The following data reflect the projected racial composition of the school system exclusive of the Raleigh area for the next five (5) years.

YEAR	5% LOSS FACTOR		10% LOSS FACTOR	
1976-77	White,		White,	
	Minus Raleigh	- 24,171 (24%)	Minus Raleigh	- 22,899 (23%)
	Total Black	- 76,611 (76%)	Total Black	- 76,611 (76%)
	Total System	100,782	Total System	99,510

YEAR	5% LOSS FACTOR		10% LOSS FACTOR	
1977-78	White,		White,	
	Minus Raleigh	- 22,962 (23.1%)	Minus Raleigh	- 20,609 (21.2%)
	Total Black	- 76,611 (76.9%)	Total Black	- 76,611 (78.8%)
	Total System	99,573	Total System	97,220
1978-79	White,		White,	
	Minus Raleigh	- 21,814 (22.2%)	Minus Raleigh	- 18,548 (19.5%)
	Total Black	- 76,611 (77.8%)	Total Black	- 76,611 (80.5%)
	Total System	98,425		95,159
1979-80	White,		White,	
	Minus Raleigh	- 20,723 (21.3%)	Minus Raleigh	- 16,693 (17.9%)
	Total Black	- 76,611 (78.7%)	Total Black	- 76,611 (82.1%)
	Total System	97,334	Total System	93,304
1980-81	White,		White,	
	Minus Raleigh	- 19,687 (20.4%)	Minus Raleigh	- 15,024 (16.4%)
	Total Black	- 76,611 (79.6%)	Total Black	- 76,611 (83.6%)
	Total System	96,298	Total System	91,635

Thus, exclusive of the Raleigh area, the system will be approximately 16-20% white in the 1980-81 school year.

PLAN Z - Three Years After Implementation - What Happened?

As previously mentioned, one of the purposes of this report (see page 1 and page 5) will be to chronicle what has happened to the white pupil population of the Memphis City School System in the three years following implementation of Plan Z. The best way to do this is to examine each school in the system and observe white enrollment trends over that three year period--1973-74 through the present school year, 1975-76.

To accomplish this, reports have been prepared and are attached on succeeding pages. The reports are as follows:

1. Report showing projected Plan Z enrollments of elementary schools (April, 1973), number of students assigned to elementary schools via Plan Z (June, 1973), and enrollments of elementary schools grades 1-6 (exclusive of kindergarten and special education students), for 1973-74, 1974-75, and 1975-76 school years.

2. Report showing gain and/or loss of white students by percentage and number in elementary schools for three years Plan Z has been implemented.

3. Report showing projected Plan Z enrollments of junior and senior high schools (April, 1973), number of students assigned to the various junior and senior high schools via Plan Z (summer, 1973), and enrollments of junior high schools (grades 7-9) and senior high schools (grades 10-12) for 1973-74, 1974-75 and 1975-76 school years.

4. Report showing gain and/or loss of white students by percentage and number in junior and senior high school attendance units for the three years Plan Z has been implemented.

The attached reports reflect projected enrollments by race via Plan Z, as well as actual enrollments of all schools in the Memphis City School System (subsequent to the adoption of Plan Z) for the school years 1973-74, 1974-75, and 1975-76. This section of the report, like the previous sections, uses enrollment figures for only grades 1-12 inclusive. As previously stated, kindergarten and special education students were excluded from desegregation activities (Plan Z); thus enrollment figures for these students are not included.

The following reports reflect (1) student enrollments projected for Federal District Court on April 18, 1973; (2) the number of students actually assigned to the schools in the summer of 1973; and (3) the actual enrollment of the schools for a three year period.

Reports attached herein also reflect the net gain and loss of white students from all schools in the system by <u>percentage</u> (gain or loss) as well as <u>actual numbers</u> of white students gained or lost from the individual schools for the three years Plan Z has been in operation.

As can be seen on the attached reports, individual school names have been color coded--that is, each school name is "boxed-in" with a

particular color: i.e., Alcy.

RED — Represents a school which before the Desegregation Court Order had an all black or virtually all black student enrollment.

BLACK — Represents a school which before the Desegregation Court Order had an all white or virtually all white student enrollment.

GREEN — Represents a school which before the Desegregation Court Order had a black or virtually all black student enrollment and which after implementation of Plan Z retained an all black or virtually all black student enrollment.

BROWN — Represents a school which was unaffected by the Desegregation Court Order--retaining after desegregation virtually the same racial composition of its student enrollment as it had prior to desegregation activities.

WHITE ELEMENTARY STUDENTS (GRADES 1-6) ASSIGNED TO PREVIOUSLY BLACK SCHOOLS

Plan Z, submitted to Federal District Court on April 18, 1973, required 8,259 white elementary students (grades 1-6) to be assigned to formerly black schools. Of this number 6,029 were actually given assignments to the formerly black schools in the summer of 1973. These assignments to formerly black schools would require significant "crosstown" transportation. The second official system-wide attendance report (October 1973 of the 1973-74 school year) reflected only 2,795 of the assigned 6,029 students actually enrolled in the formerly black school. Thus, 54% of the white elementary students assigned to formerly black schools did not attend; or stated another way, 46% of the assigned white students did enroll in the formerly black school.

During the 1974-75 school year only 2,635 white elementary students attended formerly black schools--a decrease of 160 from the 1973-74 school year. Stated another way, 56% of the white elementary students assigned

to formerly black schools did not enroll during the 1973-74 school term.

The current school year, 1975-76, found only 2,318 white elementary school students attending formerly black schools--or, 62% of the white elementary students assigned to formerly black schools did not attend.

It is also possible to compute loss of white elementary students in relation to the enrollments for the elementary schools projected for the Federal District Court in April 1973. As previously stated, 8,259 white elementary students were projected to be in attendance at formerly black schools. If one computes the actual number of white elementary students who appeared at their formerly black assigned schools in the 1973-74 school year, one finds that only 2,795 enrolled. Thus, 66% of the white elementary school students did not enroll at the formerly black schools--or, again stated another way, only 34% of the white elementary students chose to attend the formerly black schools.

In summation of this section of the report the following is offered:

(a) On April 18, 1973 the Desegregation Plan (Plan Z) tendered to the Federal District Court reflected that 8,259 white elementary students would be assigned to formerly black schools ("boxed-in" in red).

(b) In the summer of 1973, 6,029 white elementary students were assigned to formerly black schools ("boxed-in" in red).

(c) In October 1973 (1973-74 school year) only 2,895 white elementary students availed themselves of their assignment to a formerly black school ("boxed-in" in red)--thus, 64% of the white elementary students did not accept their assignments.

(d) In October 1974 (1974-75 school year) only 2,635 white elementary students attended formerly black schools ("boxed-in" in red)--thus, 56% of the assigned white elementary students did not attend the formerly black school to which they were assigned.

(e) During the current school year, 1975-76, 2,318 white elementary students were assigned to formerly black schools ("boxed-in" in red). Thus, 62% of the white elementary students did not accept their assignment.

(f) Whereas in the summer of 1973, 6,029 white elementary students were assigned to formerly black schools and, whereas in October 1975 of this school year (1975-76) only 2,318 white elementary students availed themselves of this assignment, there has been a net loss of 3,711 white students in this category--or, stated another way, a loss of 62% of the white students in this category.

WHITE ELEMENTARY STUDENTS (GRADES 1-6) ASSIGNED TO FORMERLY WHITE SCHOOLS

The Desegregation Plan submitted to the Federal District Court on April 18, 1973 required 18,296 white elementary students to be assigned to formerly white schools. These would be walk-in situations not requiring transportation. In the summer of 1973, 15,774 white elementary students were actually assigned to formerly white schools. In 1973-74 (the first year of Plan Z implementation) only 11,916 white elementary students availed themselves of their assignment--thus, there was a loss of 3,858 elementary students in this category. Stated in another way, 76% of the white elementary students assigned to a formerly white school accepted that assignment while 24% did not.

In the 1974-75 school year there were 10,759 white elementary students assigned to formerly white schools--not requiring transportation. This was a decrease of 1,157 from the previous year (1973-74) and a decrease of 5,015 from the number of white elementary students assigned to formerly white schools in the summer of 1973. It also represents a decrease in the percentage, as well as actual number, of white students availing themselves of their walk-in "neighborhood" school. Whereas in 1973-74, 76% attended their formerly white neighborhood school, in 1974-75 only 68% attended and 32% did not avail themselves of the "neighborhood" school.

During the current school year, 1975-76 only 9,804 white elementary students have elected to attend the formerly white schools. This is a decrease of 955 from the previous year, 1974-75, and a decrease of 2,112 from the 1973-74 school year. It also represents a decrease of 5,970 from the number of white elementary students assigned to formerly white schools in the summer of 1973. Thus, in relation to the number of white elementary students assigned in the summer of 1973 to formerly white schools, only 62% availed themselves of that opportunity in the 1975-76 school year--a 6% loss from the previous year, 1974-75, and a 14% loss from the first year of Plan Z, 1973-74.

In summation of this section of the report, the following is offered:

(a) It was projected in April 1973 to the Federal District Court that 18,296 white elementary students would be in attendance at formerly white schools ("boxed-in" in black).

(b) In the summer of 1973, 15,774 white elementary students were actually assigned to the formerly white schools ("boxed-in" in black).

(c) In October 1973 (1973-74 school year) only 11,916 white elementary students availed themselves of their assignment to formerly white schools ("boxed-in" in black).

(d) In October 1974 (1974-75 school year) only 10,759 white elementary students availed themselves of their assignment to formerly white schools ("boxed-in" in black).

(e) In October 1975 (1975-76 school year) only 9,804 white elementary students availed themselves of their assignment to formerly white schools ("boxed-in" in black).

(f) Thus, over a three year period, there has been a loss of 5,970 white elementary school students who were assigned to formerly white schools. These assignments did not require transportation or, stated another way, students would be assigned to their "neighborhood" school.

WHITE SECONDARY STUDENTS (GRADES 7-12) ASSIGNED TO FORMERLY BLACK SCHOOLS

It was projected in Federal Court in April 1973 that 7,122 white secondary (grades 7-12) students would be assigned to formerly black secondary schools (junior and senior high schools). These assignments would require significant "crosstown" transportation. In the summer of 1973 6,022 white secondary students were actually assigned to formerly black secondary schools. Of this number (6,022) only 1,858 actually enrolled in their assigned school for the 1973-74 school year. Thus, only 31% of the white secondary students accepted their assignments--or, stated another way, 69% of the white secondary students did not accept their assignment to a formerly black school.

In the 1974-75 school year only 1,666 white secondary students were enrolled in formerly black schools--or, only 28% of those assigned accepted their assignment. Stated another way, 72% of the white secondary students chose not to accept their assignment to formerly black schools.

During the present year, 1975-76, only 1,432 white secondary students are enrolled in formerly black junior and senior high schools. That is, 24% of those assigned accepted their assignment while 76% refused their assignment. Although 6,022 white secondary students were assigned in the summer of 1973, only 1,432 are today enrolled in formerly black schools.

In summation of this section of the report the following is offered:

(a) Of the 7,122 white secondary students projected via Plan Z for assignment to formerly black schools only 6,022 were available for assignment in the summer of 1973.

(b) Of the 6,022 white secondary students assigned to formerly black schools in the summer of 1973, only 1,858 (31%) availed themselves of that assignment while 69% chose to refuse their assignment.

(c) In the 1974-75 school year only 1,666 white secondary students availed themselves of their assignment to a formerly black school--or, 72% of them <u>did not</u>.

(d) During the current school year, 1975-76, only 1,432 white secondary students have accepted their assignments to formerly black schools. This number (1,432) is 4,590 <u>less</u> than the number assigned in the summer of 1973 and is 5,690 less than that projected for Federal District Court in April 1973.

WHITE SECONDARY STUDENTS (GRADES 7-12) ASSIGNED TO FORMERLY WHITE SCHOOLS

It was projected for Federal District Court on April 18, 1973 (Plan Z) that 18,762 white secondary students would be assigned to formerly white schools ("boxed-in" in black on attached reports). In the summer of 1973 there were 16,220 white secondary students assigned to formerly white secondary schools. During the 1973-74 school year, there were in actual attendance in the formerly white secondary schools (junior and senior high schools) 13,670 white secondary students--2,550 students less than assigned. Stated another way, 84% of the white secondary students assigned to a formerly white school availed themselves of that assignment, while 16% did not.

In the 1974-75 school year, 10,879 white secondary students were in attendance at formerly white secondary schools--a decrease of 2,791 from the previous year. Stated another way, 67% of the white secondary students availed themselves of their assignment to a formerly white school, while 23% did not.

Presently, in the 1975-76 school year, there are only 9,756 white secondary students in attendance at the formerly white secondary schools. This represents a decrease of 1,123 from the previous year, and a decrease of 6,464 from the number of white secondary students assigned to formerly white secondary schools in the summer of 1973. It further represents a loss of 9,006 white secondary students from what was projected for Court (April 18, 1973) through the present school year (1975-76).

In summation of this section of the report the following is offered:

(a) In April 1973 it was projected that 18,762 white secondary students would be assigned to formerly white secondary schools ("boxed-in" in black).

(b) Of that number (18,762) only 16,220 were actually assigned in the summer of 1973.

(c) Of the 16,220 white secondary students assigned to formerly white secondary schools only 13,670 (84%) availed themselves of their assignment.

(d) There was a decrease of 2,791 white secondary students assigned to formerly white secondary schools from the 1973-74 school year to the 1974-75 school year. This represented a 20% loss of white secondary students in this category.

(e) The 1975-76 school year found only 9,756 white secondary students in formerly white secondary schools. This represented a decrease of 6,464 students from the number actually assigned to formerly white secondary schools in the summer of 1973--or, only 60% of the white secondary students in this category were in the school system during the present school year (1975-76).

REPORT SHOWING PROJECTED PLAN Z ENROLLMENTS OF ELEMENTARY SCHOOLS (APRIL, 1973), NUMBER OF STUDENTS ASSIGNED TO ELEMENTARY SCHOOLS VIA PLAN Z (JUNE, 1973), AND ENROLLMENTS OF ELEMENTARY SCHOOLS GRADES 1-6 (EXCLUSIVE OF KINDERGARTEN AND SPECIAL EDUCATION STUDENTS), FOR 1973-74, 1974-75, AND 1975-76 SCHOOL YEARS.

January 29, 1976
Division of Research and Planning
Memphis City School System

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-
Alcy	1-3	W 225 (42%) B 308 (58%) T 533	W 117 (26%) B 334 (74%) T 451	W 114 (28%) B 300 (72%) T 414	W 190 (31%) B 415 (69%) T 605	W 194 (3 B 427 (6 T 621
Alton	1-3	W 0 (0%) B 744 (100%) T 744	W 2 (0%) B 647 (100%) T 649	W 1 (1%) B 638 (99%) T 639	W 1 (1%) B 615 (99%) T 616	W 2 (1 B 601 (9 T 603
Avon	1-6	W 213 (58%) B 155 (42%) T 368	W 168 (65%) B 92 (35%) T 260	W 108 (52%) B 100 (48%) T 208	W 80 (45%) B 99 (55%) T 179	W 70 (3 B 111 (6 T 181
Balmoral	4-6	W 158 (59%) B 111 (41%) T 269	W 188 (53%) B 168 (47%) T 356	W 105 (40%) B 155 (60%) T 260	W 94 (40%) B 139 (60%) T 233	W 64 (3 B 135 (6 T 199
Berclair	5-6	W 304 (62%) B 189 (38%) T 493	W 255 (56%) B 198 (44%) T 453	W 169 (46%) B 198 (54%) T 367	W 171 (45%) B 213 (55%) T 384	W 142 (4 B 214 (6 T 356
Bethel Grove	3-4	W 403 (66%) B 209 (34%) T 612	W 334 (59%) B 229 (41%) T 563	W 120 (33%) B 246 (67%) T 366	W 74 (23%) B 245 (77%) T 319	W 68 (2 B 223 (7 T 291
Brookmeade	1-3	W 371 (48%) B 406 (52%) T 777	W 282 (39%) B 447 (61%) T 729	W 192 (35%) B 364 (65%) T 556	W 163 (32%) B 348 (68%) T 511	W 162 (3 B 352 (6 T 514

*Does not include Kindergarten or Special Education Students.

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76
Brownsville	1-6	W 743 (82%) B 158 (18%) T 901	W 743 (82%) B 158 (18%) T 901	W 598 (84%) B 114 (16%) T 712	W 633 (87%) B 91 (13%) T 724	W 628 (87%) B 91 (13%) T 719
Bruce	1-6	W 187 (43%) B 245 (57%) T 432	W 182 (41%) B 261 (59%) T 443	W 163 (39%) B 255 (61%) T 418	W 152 (36%) B 276 (64%) T 428	W 134 (29%) B 329 (71%) T 463
Caldwell	1-6	W - (0%) B 1243 (100%) T 1243	W 1 (0%) B 1276 (100%) T 1277	W 2 (1%) B 1198 (99%) T 1200	W 5 (1%) B 1148 (99%) T 1153	W 5 (1%) B 1080 (99%) T 1085
Campus	1-6		W 276 (52%) B 251 (48%) T 527	W 293 (53%) B 263 (47%) T 556	W 275 (51%) B 263 (49%) T 538	W 260 (50%) B 255 (50%) T 515
Carnes	1-6	W 18 (2%) B 959 (98%) T 977	W 15 (2%) B 857 (98%) T 872	W 7 (1%) B 945 (99%) T 952	W 10 (1%) B 951 (99%) T 961	W 7 (1%) B 960 (99%) T 967
Charjean	4-6	W 184 (34%) B 352 (66%) T 536	W 146 (29%) B 357 (71%) T 503	W 157 (30%) B 359 (70%) T 516	W 140 (29%) B 344 (71%) T 484	W 110 (23%) B 362 (77%) T 472
Cherokee	3-6	W 365 (43%) B 486 (57%) T 851	W 278 (36%) B 503 (64%) T 781	W 257 (33%) B 529 (67%) T 786	W 219 (27%) B 578 (73%) T 797	W 189 (23%) B 635 (77%) T 824
Chicago Park	1-3	W 250 (50%) B 251 (50%) T 501	W 195 (47%) B 221 (53%) T 416	W 63 (25%) B 194 (75%) T 257	W 56 (24%) B 181 (76%) T 237	W 49 (20%) B 200 (80%) T 249

*Does not include Kindergarten or Special Education Students

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76
Coleman	1-6	W 564 (71%) B 236 (29%) T 800	W 564 (71%) B 236 (29%) T 800	W 503 (69%) B 227 (31%) T 730	W 528 (67%) B 263 (33%) T 791	W 437 (66%) B 224 (34%) T 661
Colonial	5-6	W 452 (56%) B 357 (44%) T 809	W 409 (58%) B 293 (42%) T 702	W 199 (40%) B 295 (60%) T 494	W 143 (36%) B 250 (64%) T 393	W 104 (29%) B 251 (71%) T 355
Corning	1-3	W 216 (40%) B 320 (60%) T 536	W 141 (32%) B 298 (68%) T 439	W 115 (30%) B 264 (70%) T 379	W 103 (26%) B 296 (74%) T 399	W 107 (24%) B 336 (76%) T 443
Coro Lake	1-6	W 177 (44%) B 223 (56%) T 400	W 185 (47%) B 210 (53%) T 395	W 163 (43%) B 215 (57%) T 378	W 162 (45%) B 202 (55%) T 364	W 168 (45%) B 206 (55%) T 374
Cromwell	1-3	W 287 (42%) B 390 (58%) T 677	W 268 (42%) B 372 (58%) T 640	W 143 (30%) B 337 (70%) T 480	W 122 (28%) B 313 (72%) T 435	W 121 (28%) B 316 (72%) T 437
Cummings	1-6	W 0 (0%) B 1165 (100%) T 1165	W 0 (0%) B 949 (100%) T 949	W 0 (0%) B 921 (100%) T 921	W 1 (1%) B 866 (99%) T 867	W 0 (0%) B 844 (100%) T 844
Delano	5-6	W 144 (51%) B 139 (49%) T 283	W 145 (48%) B 158 (52%) T 303	W 144 (48%) B 155 (52%) T 299	W 118 (42%) B 164 (58%) T 282	W 113 (38%) B 184 (62%) T 297
Denver	1-6	W 398 (63%) B 231 (37%) T 629	W 412 (66%) B 215 (34%) T 627	W 367 (66%) B 193 (34%) T 560	W 320 (62%) B 196 (38%) T 516	W 305 (64%) B 173 (36%) T 478

*Does not include Kindergarten or Special Education Students.

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76
Douglass	4-6	W 272 (43%) B 358 (57%) T 630	W 64 (15%) B 352 (85%) T 416	W 106 (24%) B 338 (76%) T 444	W 126 (29%) B 308 (71%) T 434	W 120 (31%) B 269 (69%) T 389
Dunbar	1-3	W 341 (51%) B 329 (49%) T 670	W 318 (50%) B 319 (50%) T 637	W 58 (17%) B 281 (83%) T 339	W 62 (20%) B 254 (80%) T 316	W 44 (15%) B 243 (85%) T 287
Dunn	4-6	W 197 (44%) B 254 (56%) T 451	W 186 (42%) B 252 (58%) T 438	W 92 (27%) B 249 (73%) T 341	W 107 (31%) B 243 (69%) T 350	W 99 (29%) B 242 (71%) T 341
East	4-6	W 359 (50%) B 353 (50%) T 712	W 300 (45%) B 366 (55%) T 666	W 221 (37%) B 374 (63%) T 595	W 178 (33%) B 361 (67%) T 539	W 132 (26%) B 377 (74%) T 509
Evans	4-6	W 448 (56%) B 346 (44%) T 794	W 414 (55%) B 337 (45%) T 751	W 225 (41%) B 329 (59%) T 554	W 164 (33%) B 327 (67%) T 491	W 121 (29%) B 290 (71%) T 411
Fairley	3-4	W 432 (42%) B 603 (58%) T 1035	W 227 (27%) B 605 (73%) T 832	W 180 (20%) B 710 (80%) T 890	W 112 (12%) B 807 (88%) T 919	W 99 (12%) B 738 (88%) T 837
Florida	1-6	W 0 (0%) B 778 (100%) T 778	W 0 (0%) B 768 (100%) T 768	W 0 (0%) B 663 (100%) T 663	W 0 (0%) B 599 (100%) T 599	W 2 (1%) B 552 (99%) T 554
Ford Road	5-6	W 465 (61%) B 292 (39%) T 757	W 380 (50%) B 374 (50%) T 754	W 186 (34%) B 354 (66%) T 540	W 194 (25%) B 569 (75%) T 763	W 157 (22%) B 550 (78%) T 707

*Does not include Kindergarten or Special Education Students.

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76
Fox Meadows	1-2	W 295 (57%) B 221 (43%) T 516	W 253 (54%) B 214 (46%) T 467	W 143 (43%) B 187 (57%) T 330	W 130 (40%) B 196 (60%) T 326	W 139 (42%) B 194 (58%) T 333
Frayser	1-6	W 392 (57%) B 291 (43%) T 683	W 236 (42%) B 326 (58%) T 562	W 215 (40%) B 322 (60%) T 537	W 215 (39%) B 332 (61%) T 547	W 232 (40%) B 343 (60%) T 575
Gardenview	3-4	W 379 (52%) B 352 (48%) T 731	W 411 (56%) B 329 (44%) T 740	W 289 (48%) B 308 (52%) T 597	W 276 (48%) B 297 (52%) T 573	W 277 (52%) B 257 (48%) T 534
Georgia Avenue	1-6	W 0 (0%) B 934 (100%) T 934	W 0 (0%) B 1115 (100%) T 1115	W 2 (1%) B 1155 (99%) T 1157	W 0 (0%) B 1079 (100%) T 1079	W 0 (0%) B 1064 (100%) T 1064
Georgian Hills	4-6	W 297 (56%) B 230 (44%) T 527	W 287 (55%) B 233 (45%) T 520	W 200 (50%) B 201 (50%) T 401	W 184 (53%) B 165 (47%) T 349	W 153 (48%) B 168 (52%) T 321
Goodlett	4-6	W 519 (71%) B 208 (29%) T 727	W 500 (74%) B 174 (26%) T 674	W 465 (73%) B 172 (27%) T 637	W 441 (73%) B 162 (27%) T 603	W 410 (70%) B 178 (30%) T 588
Gordon	4-6	W 394 (51%) B 380 (49%) T 774	W 333 (45%) B 410 (55%) T 743	W 28 (24%) B 99 (76%) T 527	W 99 (20%) B 393 (80%) T 492	W 91 (19%) B 396 (81%) T 487
Grahamwood	1-3	W 339 (45%) B 413 (55%) T 752	W 246 (37%) B 424 (63%) T 670	W 185 (31%) B 403 (69%) T 588	W 144 (25%) B 442 (75%) T 586	W 126 (22%) B 443 (78%) T 569

*Does not include Kindergarten or Special Education.

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76
Grandview Heights	1-3	W 379 (52%) B 352 (48%) T 731	W 217 (37%) B 369 (63%) T 586	W 208 (37%) B 348 (63%) T 556	W 203 (38%) B 328 (62%) T 531	W 166 (35%) B 312 (65%) T 478
Grant	1-3	W 288 (44%) B 368 (56%) T 656	W 168 (30%) B 391 (70%) T 559	W 107 (24%) B 339 (76%) T 446	W 112 (28%) B 289 (72%) T 401	W 103 (29%) B 258 (71%) T 361
Graves	5-6	W 312 (49%) B 319 (51%) T 631	W 112 (26%) B 327 (74%) T 439	W 106 (23%) B 348 (77%) T 454	W 100 (16%) B 541 (84%) T 641	W 81 (13%) B 560 (87%) T 641
Guthrie	4-6	W 232 (42%) B 326 (58%) T 558	W 163 (31%) B 356 (69%) T 519	W 60 (14%) B 384 (86%) T 444	W 73 (17%) B 339 (83%) T 412	W 62 (16%) B 331 (84%) T 393
Hamilton	4-6	W 378 (39%) B 585 (61%) T 963	W 316 (36%) B 556 (64%) T 872	W 99 (15%) B 540 (85%) T 639	W 95 (11%) B 740 (89%) T 835	W 101 (13%) B 677 (87%) T 778
Hanley	3-4	W 418 (55%) B 347 (45%) T 765	W 363 (55%) B 297 (45%) T 660	W 73 (19%) B 306 (81%) T 379	W 52 (16%) B 278 (84%) T 330	W 47 (17%) B 230 (83%) T 277
Hawkins Mill	1-6	W 424 (61%) B 272 (39%) T 696	W 475 (61%) B 301 (39%) T 776	W 402 (54%) B 339 (46%) T 741	W 388 (48%) B 424 (52%) T 812	W 336 (43%) B 439 (57%) T 775
A. B. Hill	1-6	W 0 (0%) B 774 (100%) T 774	W 3 (0%) B 729 (100%) T 732	W 2 (1%) B 732 (99%) T 734	W 3 (1%) B 663 (99%) T 666	W 2 (1%) B 631 (99%) T 633

*Does not include Kindergarten or Special Education Students.

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76
Hollywood	3-4	W 376 (56%) B 293 (44%) T 669	W 324 (42%) B 449 (58%) T 773	W 70 (14%) B 434 (86%) T 504	W 75 (18%) B 344 (82%) T 419	W 65 (16%) B 349 (84%) T 414
Idlewild	1-3	W 177 (46%) B 206 (54%) T 383	W 134 (41%) B 191 (59%) T 325	W 126 (39%) B 195 (61%) T 321	W 125 (40%) B 185 (60%) T 310	W 108 (36%) B 188 (64%) T 296
Jackson	1-3	W 323 (49%) B 342 (51%) T 665	W 155 (32%) B 325 (68%) T 480	W 183 (38%) B 305 (62%) T 488	W 192 (40%) B 286 (60%) T 478	W 179 (41%) B 253 (59%) T 432
Kansas	1-6	W 0 (0%) B 742 (100%) T 742	W 3 (0%) B 697 (100%) T 700	W 0 (0%) B 632 (100%) T 632	W 0 (0%) B 637 (100%) T 637	W 0 (0%) B 549 (100%) T 549
Kingsbury	5-6	W 398 (62%) B 247 (38%) T 645	W 357 (46%) B 421 (54%) T 778	W 232 (36%) B 409 (64%) T 641	W 173 (31%) B 393 (69%) T 566	W 158 (30%) B 375 (70%) T 533
Klondike	3-4	W 159 (47%) B 180 (53%) T 339	W 119 (37%) B 203 (63%) T 322	W 77 (26%) B 215 (74%) T 292	W 79 (28%) B 207 (72%) T 286	W 65 (23%) B 215 (77%) T 280
Knight Road	1-3	W 576 (77%) B 174 (23%) T 750	W 441 (67%) B 217 (33%) T 658	W 414 (66%) B 212 (34%) T 626	W 377 (66%) B 198 (34%) T 575	W 381 (62%) B 229 (38%) T 610
Lakeview	1-6	W 291 (45%) B 356 (55%) T 647	W 172 (55%) B 140 (45%) T 312	W 54 (31%) B 122 (69%) T 176	W 87 (33%) B 173 (67%) T 260	W 74 (17%) B 354 (83%) T 428

*Does not include Kindergarten or Special Education Students

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76
LaRose	1-6	W 0 (0%) B 1225 (100%) T 1225	W 0 (0%) B 1265 (100%) T 1265	W 0 (0%) B 1163 (100%) T 1163	W 0 (0%) B 1083 (100%) T 1083	W 0 (0%) B 1116 (100%) T 1116
Lauderdale	1-6	W 0 (0%) B 609 (100%) T 609	W 0 (0%) B 664 (100%) T 664	W 0 (0%) B 612 (100%) T 612	W 0 (0%) B 601 (100%) T 601	W 0 (0%) B 551 (100%) T 551
Leath	1-6	W 0 (0%) B 428 (100%) T 428	W 0 (0%) B 453 (100%) T 453	W 0 (0%) B 374 (100%) T 374	W 0 (0%) B 338 (100%) T 338	W 0 (0%) B 322 (100%) T 322
Levi	1-3	W 352 (44%) B 449 (56%) T 801	W 228 (34%) B 440 (66%) T 668	W 77 (16%) B 409 (84%) T 486	W 68 (15%) B 397 (85%) T 465	W 81 (17%) B 385 (83%) T 466
Lincoln	1-6	W 0 (0%) B 607 (100%) T 607	W 0 (0%) B 606 (100%) T 606	W 1 (1%) B 559 (99%) T 560	W 0 (0%) B 494 (100%) T 494	W 0 (0%) B 467 (100%) T 467
Locke	1-6	W 0 (0%) B 832 (100%) T 832	W 2 (0%) B 867 (100%) T 869	W 0 (0%) B 734 (100%) T 734	W 0 (0%) B 640 (100%) T 640	W 0 (0%) B 604 (100%) T 604
Longview	4-6	W 0 (0%) B 812 (100%) T 812	W 3 (0%) B 761 (100%) T 764	W 3 (1%) B 751 (99%) T 754	W 3 (1%) B 712 (99%) T 715	W 0 (0%) B 687 (100%) T 687
Macon	1-2	W 243 (57%) B 183 (43%) T 426	W 212 (50%) B 213 (50%) T 425	W 131 (42%) B 181 (58%) T 312	W 114 (39%) B 180 (61%) T 294	W 115 (39%) B 177 (61%) T 292

*Does not include Kindergarten or Special Education Students.

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76
Magnolia	4-6	W 296 (43%) B 391 (57%) T 687	W 302 (44%) B 392 (56%) T 694	W 85 (18%) B 382 (82%) T 467	W 66 (16%) B 352 (84%) T 418	W 53 (13%) B 363 (87%) T 416
Mallory Heights	1-3	W 0 (0%) B 431 (100%) T 431	W 23 (5%) B 396 (95%) T 419	W 18 (5%) B 378 (95%) T 396	W 9 (5%) B 171 (95%) T 180	W 9 (5%) B 179 (95%) T 188
Manor Lake	5-6	W 371 (40%) B 560 (60%) T 931	W 216 (25%) B 653 (75%) T 869	W 169 (19%) B 718 (81%) T 887	W 118 (13%) B 797 (87%) T 915	W 82 (11%) B 692 (89%) T 774
Newberry	5-6	W 416 (66%) B 211 (34%) T 627	W 426 (68%) B 202 (32%) T 628	W 252 (54%) B 214 (46%) T 466	W 196 (44%) B 245 (56%) T 441	W 156 (37%) B 264 (63%) T 420
Norris	1-3	W 336 (51%) B 317 (49%) T 653	W 245 (44%) B 312 (56%) T 557	W 33 (9%) B 317 (91%) T 350	W 23 (8%) B 279 (92%) T 302	W 18 (6%) B 303 (94%) T 321
Oakhaven	4-6	W 433 (52%) B 407 (48%) T 840	W 320 (42%) B 446 (58%) T 766	W 280 (37%) B 469 (63%) T 749	W 260 (37%) B 447 (63%) T 707	W 200 (29%) B 497 (71%) T 697
Oakshire	4-6	W 475 (59%) B 328 (41%) T 803	W 562 (66%) B 289 (34%) T 851	W 378 (57%) B 284 (43%) T 662	W 268 (58%) B 195 (42%) T 463	W 200 (52%) B 181 (48%) T 381
Orleans	1-6	W 0 (0%) B 448 (100%) T 448	W 0 (0%) B 456 (100%) T 456	W 1 (1%) B 445 (99%) T 446	W 1 (1%) B 453 (99%) T 454	W 2 (1%) B 441 (99%) T 443

*Does not include Kindergarten or Special Education Students.

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76
Peabody	1-6	W 196 (42%) B 272 (58%) T 468	W 197 (38%) B 325 (62%) T 522	W 199 (38%) B 327 (62%) T 526	W 162 (31%) B 360 (69%) T 522	W 147 (30%) B 342 (70%) T 489
Prospect	1-2	W 169 (49%) B 177 (51%) T 346	W 104 (34%) B 206 (66%) T 310	W 26 (16%) B 139 (84%) T 165	W 23 (15%) B 132 (85%) T 155	W 29 (16%) B 155 (84%) T 184
Raineshaven	1-2	W 290 (45%) B 353 (55%) T 643	W 122 (25%) B 375 (75%) T 497	W 108 (24%) B 342 (76%) T 450	W 69 (17%) B 345 (83%) T 414	W 63 (14%) B 397 (86%) T 460
Raleigh-Bartlett Meadows	1-6	W 361 (72%) B 139 (28%) T 500	W 361 (72%) B 139 (28%) T 500	W 301 (73%) B 111 (27%) T 412	W 387 (77%) B 115 (13%) T 502	W 443 (80%) B 110 (20%) T 553
Richland	1-6	W 497 (60%) B 331 (40%) T 828	W 469 (60%) B 318 (40%) T 787	W 324 (52%) B 297 (48%) T 621	W 256 (49%) B 271 (51%) T 527	W 211 (46%) B 250 (54%) T 461
Ridgeway	4-6	W 160 (58%) B 114 (42%) T 274	W 218 (60%) B 146 (40%) T 364	W 135 (48%) B 144 (52%) T 279	W 111 (44%) B 144 (56%) T 255	W 157 (54%) B 132 (46%) T 289
Riverview	1-6	W 0 (0%) B 942 (100%) T 942	W 7 (0%) B 945 (100%) T 952	W 1 (1%) B 956 (99%) T 957	W 0 (0%) B 869 (100%) T 869	W 1 (1%) B 858 (99%) T 859
Rozelle	4-6	W 171 (45%) B 210 (55%) T 381	W 139 (42%) B 193 (58%) T 332	W 117 (36%) B 207 (64%) T 324	W 91 (33%) B 187 (67%) T 278	W 80 (29%) B 195 (71%) T 275

*Does not include Kindergarten or Special Education Students.

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76
Scenic Hills	1-6	W 707 (73%) B 268 (27%) T 975	W 707 (73%) B 268 (27%) T 975	W 268 (61%) B 172 (39%) T 440	W 243 (61%) B 157 (39%) T 400	W 268 (64%) B 151 (36%) T 419
Sea Isle	1-2	W 295 (45%) B 362 (55%) T 657	W 255 (42%) B 346 (58%) T 601	W 110 (28%) B 289 (72%) T 399	W 98 (30%) B 225 (70%) T 323	W 76 (23%) B 255 (77%) T 331
Shady Grove	1-6	W 342 (57%) B 259 (43%) T 601	W 247 (53%) B 223 (47%) T 470	W 175 (48%) B 186 (52%) T 361	W 119 (44%) B 151 (56%) T 270	W 112 (42%) B 155 (58%) T 267
Shannon	4-6	W 352 (48%) B 376 (52%) T 728	W 171 (31%) B 373 (69%) T 544	W 140 (28%) B 365 (72%) T 505	W 131 (26%) B 370 (74%) T 501	W 108 (23%) B 355 (77%) T 463
Sharpe	1-2	W 192 (44%) B 242 (56%) T 434	W 141 (38%) B 228 (62%) T 369	W 129 (34%) B 250 (66%) T 379	W 104 (28%) B 270 (72%) T 374	W 82 (22%) B 293 (78%) T 375
Sheffield	1-6	W 391 (67%) B 190 (33%) T 581	W 396 (68%) B 184 (32%) 580	W 371 (67%) B 185 (33%) T 556	W 436 (70%) B 184 (30%) T 620	W 409 (69%) B 186 (31%) T 595
Sherwood	1-3	W 334 (39%) B 526 (61%) T 860	W 260 (34%) B 507 (66%) T 767	W 160 (25%) B 486 (75%) T 646	W 108 (20%) B 445 (80%) T 553	W 135 (24%) B 437 (76%) T 572
Snowden	4-6	W 135 (42%) B 185 (58%) T 320	W 189 (40%) B 281 (60%) T 470	W 168 (35%) B 312 (65%) T 480	W 158 (33%) B 320 (67%) T 478	W 121 (25%) B 359 (75%) T 480

*Does not include Kindergarten or Special Education Students.

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76
South Park	1-3	W 243 (46%) B 281 (54%) T 524	W 212 (46%) B 247 (54%) T 459	W 162 (43%) B 213 (57%) T 375	W 134 (43%) B 180 (57%) T 314	W 154 (45%) B 186 (55%) T 340
Springdale	3-4	W 297 (60%) B 198 (40%) T 495	W 263 (56%) B 207 (44%) T 470	W 109 (35%) B 201 (65%) T 310	W 89 (32%) B 186 (68%) T 275	W 75 (30%) B 184 (70%) T 259
Stafford	1-6	W 0 (0%) B 468 (100%) T 468	W 0 (0%) B 469 (100%) T 469	W 0 (0%) B 461 (100%) T 461	W 0 (0%) B 453 (100%) T 453	W 0 (0%) B 481 (100%) T 481
Treadwell	1-6	W 695 (69%) B 310 (31%) T 1005	W 471 (63%) B 278 (37%) T 749	W 496 (67%) B 244 (33%) T 740	W 538 (67%) B 264 (33%) T 802	W 528 (67%) B 257 (33%) T 785
Vollintine	1-3	W 197 (40%) B 298 (60%) T 495	W 146 (36%) B 265 (64%) T 411	W 127 (29%) B 312 (71%) T 439	W 117 (26%) B 329 (74%) T 446	W 131 (26%) B 375 (74%) T 506
Walker	3-4	W 286 (44%) B 361 (56%) T 647	W 90 (21%) B 342 (79%) T 432	W 84 (19%) B 360 (81%) T 444	W 83 (14%) B 495 (86%) T 578	W 40 (7%) B 508 (93%) T 548
Wells Station	1-2	W 332 (55%) B 273 (45%) T 605	W 287 (36%) B 518 (64%) T 805	W 182 (30%) B 419 (70%) T 601	W 154 (29%) B 381 (71%) T 535	W 128 (24%) B 403 (76%) T 531
Westhaven	1-2	W 360 (38%) B 598 (62%) T 958	W 220 (25%) B 668 (75%) T 888	W 157 (19%) B 663 (81%) T 820	W 116 (13%) B 802 (87%) T 918	W 86 (9%) B 844 (91%) T 930

*Does not include Kindergarten or Special Education Students.

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76
Westside	4-6	W 348 (56%) B 277 (44%) T 625	W 246 (46%) B 285 (54%) T 531	W 305 (50%) B 306 (50%) T 611	W 272 (47%) B 303 (53%) T 575	W 233 (43%) B 311 (57%) T 544
Westwood	1-6	W 240 (18%) B 1085 (82%) T 1325	W 170 (11%) B 1413 (89%) T 1583	W 94 (6%) B 1595 (94%) T 1689	W 28 (2%) B 1344 (98%) T 1372	W 14 (1%) B 1378 (99%) T 1392
White Station	1-6	W 205 (56%) B 162 (44%) T 367	W 167 (44%) B 210 (56%) T 377	W 122 (37%) B 206 (63%) T 328	W 95 (30%) B 219 (70%) T 314	W 84 (28%) B 219 (72%) T 303
Whitehaven	1-6	W 524 (62%) B 317 (38%) T 841	W 457 (58%) B 336 (42%) T 793	W 270 (44%) B 339 (56%) T 609	W 210 (38%) B 338 (62%) T 548	W 165 (32%) B 350 (68%) T 515
White's Chapel	1-6	W 0 (0%) B 467 (100%) T 467	W 3 (0%) B 592 (100%) T 595	W 2 (1%) B 683 (99%) T 685	W 5 (1%) B 378 (99%) T 383	W 4 (1%) B 364 (99%) T 368
Whitney	1-2	W 168 (42%) B 228 (58%) T 396	W 139 (39%) B 215 (61%) T 354	W 134 (39%) B 209 (61%) T 343	W 128 (39%) B 200 (61%) T 328	W 120 (32%) B 253 (68%) T 373
Willow Oaks	3-6	W 443 (55%) B 367 (45%) T 810	W 322 (44%) B 410 (56%) T 732	W 276 (42%) B 389 (58%) T 665	W 188 (35%) B 353 (65%) T 541	W 169 (35%) B 312 (65%) T 481
Winchester	1-2	W 415 (62%) B 250 (38%) T 665	W 392 (53%) B 349 (47%) T 741	W 324 (54%) B 281 (46%) T 605	W 322 (52%) B 298 (48%) T 620	W 292 (48%) B 321 (52%) T 613

*Does not include Kindergarten or Special Education Students.

PLAN Z ENROLLMENT DATA
ELEMENTARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS ASSIGNED June 1, 1973	*TOTAL 1-6 ENROLLMENT 1973-74	1974-75	1975-76
Egypt	1-6	Annexed 6/74				W 729 (93%) B 54 (7%) T 783
Springhill	1-6	Annexed 6/74				W 544 (88%) B 72 (12%) T 616
		8259	6029	2795	2635	2318
				$\frac{2795}{8259}$ = 34%		
				$\frac{2795}{6029}$ = 46%		
		18,296	15,774	11,916	10,759	9804
				$\frac{11,916}{18,296}$ = 65%		
				$\frac{11,916}{15,774}$ = 76%		

REPORT SHOWING GAIN AND/OR LOSS OF WHITE STUDENTS BY PERCENTAGE AND NUMBER IN ELEMENTARY SCHOOLS FOR THREE YEARS PLAN Z HAS BEEN IMPLEMENTED

February 3, 1976
Division of Research and Planning
Memphis City School System

School	Difference from Projected for Court to 1973-74		Difference from 1973-74 to 1974-75		Difference from 1974-75 to 1975-76	
	Percent (White)	Number (White)	Percent (White)	Number (White)	Percent (White)	Number (Whi
Alcy	-14	-111	+ 3	+ 76	0	+ 4
Alton	+ 1	+ 1	0	0	0	+ 1
Avon	- 6	-105	- 7	- 28	- 6	- 10
Balmoral	-19	- 53	0	- 11	- 8	- 30
Berclair	-16	-135	- 1	+ 2	- 5	- 29
Bethel Grove	-33	-283	-10	- 46	0	- 6
Brookmeade	-13	-179	- 3	- 29	0	- 1
Brownsville	- 2	-145	+ 3	+ 35	0	- 5
Bruce	- 4	- 24	- 3	- 11	- 7	- 18
Caldwell	+ 1	+ 2	0	+ 3	0	0
Campus	-	-	- 2	- 18	- 1	- 15
Carnes	- 1	- 11	0	+ 3	0	- 3
Charjean	- 4	- 27	- 1	- 17	- 6	- 30
Cherokee	-10	-108	- 6	- 38	- 4	- 30
Chicago Park	-25	-187	- 1	- 7	- 4	- 7
Coleman	- 2	- 61	- 2	+ 25	- 1	- 91
Colonial	-16	-253	- 4	- 56	- 7	- 39
Corning	-10	-101	- 4	- 12	- 2	+ 4
Coro Lake	- 1	- 14	+ 2	- 1	0	+ 6
Cromwell	-12	-144	- 2	- 21	0	- 1

School	Difference from Projected for Court to 1973-74		Difference from 1973-74 to 1974-75		Difference from 1975-75 to 1975-76	
	Percent (White)	Number (White)	Percent (White)	Number (White)	Percent (White)	Number (Whi
Cummings	0	0	+ 1	+ 1	- 1	- 1
Delano	- 3	0	- 6	- 26	- 4	- 5
Denver	+ 3	- 31	- 4	- 47	+ 2	- 15
Douglass	-19	-166	+ 5	+ 20	+ 2	- 6
Dunbar	-34	-283	+ 3	+ 4	- 5	- 18
Dunn	-17	-105	+ 4	+ 15	- 2	- 8
East	-13	-138	- 4	- 43	- 7	- 46
Evans	-15	-223	- 8	- 61	- 4	- 43
Fairley	-22	-252	- 8	- 68	0	- 13
Florida	0	0	0	0	+ 1	+ 2
Ford	-27	-279	- 9	+ 8	- 3	- 37
Fox Meadows	-14	-152	- 3	- 13	+ 2	+ 9
Frayser	-17	-177	- 1	0	+ 1	+ 17
Gardenview	- 4	- 90	0	- 13	+ 4	+ 1
Georgia Avenue	+ 1	+ 2	- 1	- 2	0	0
Georgian Hills	- 6	- 97	- 3	- 16	- 5	- 31
Goodlett	+ 2	- 54	0	- 24	- 3	- 31
Gordon	-27	-266	- 4	- 29	- 1	- 8
Grahamwood	-14	-154	- 6	- 40	- 3	- 18
Grandview	-15	-171	+ 1	- 5	- 3	- 37

School	Difference from Projected for Court to 1973-74		Difference from 1973-74 to 1974-75		Difference from 1974-75 to 1975-76	
	Percent (White)	Number (White)	Percent (White)	Number (White)	Percent (White)	Number (Whi
Grant	-20	-181	+ 4	+ 5	+ 1	- 9
Graves	-26	-206	- 7	- 6	- 3	- 19
Guthrie	-28	-172	+ 3	+ 13	- 1	- 11
Hamilton	-24	-279	- 4	- 4	+ 2	+ 6
Hanley	-36	-345	- 3	- 21	+ 1	- 5
Hawkins Mill	- 7	- 22	- 6	- 14	- 5	- 52
A. B. Hill	+ 1	+ 2	0	+ 1	0	- 1
Hollywood	-42	-306	+ 4	+ 5	- 2	- 10
Idlewild	- 7	- 51	+ 1	+ 1	- 4	- 17
Jackson	-11	-140	+ 2	+ 9	+ 1	- 13
Kansas	0	0	0	0	0	0
Kingsbury	-26	-166	- 5	- 59	- 1	- 15
Klondike	-21	- 82	+ 2	+ 2	- 5	- 14
Knight Road	-11	-162	0	- 37	- 4	+ 4
Lakeview	-14	-237	+ 2	+ 33	-16	- 13
LaRose	0	0	0	0	0	0
Lauderdale	0	0	0	0	0	0
Leath	0	0	0	0	0	0
Levi	-28	-275	- 1	- 9	+ 2	+ 13
Lincoln	1	+ 1	- 1	- 1	0	0

School	Difference from Projected for Court to 1973-74		Difference from 1973-74 to 1974-75		Difference from 1974-75 to 1975-76	
	Percent (White)	Number (White)	Percent (White)	Number (White)	Percent (White)	Number (Whi
Locke	0	0	0	0	0	0
Longview	+ 1	+ 3	0	0	- 1	- 3
Macon	-15	-112	- 3	- 17	0	+ 1
Magnolia	-25	-211	- 2	- 19	- 3	- 13
Mallory	+ 5	+ 18	0	- 9	0	0
Manor Lake	-21	-202	- 6	- 51	- 2	- 36
Newberry	-12	-164	-10	- 56	- 7	- 40
Norris	-42	-303	- 1	- 10	- 2	- 5
Oakhaven	-15	-153	0	- 20	- 8	- 60
Oakshire	- 2	- 97	+ 1	-110	- 6	- 68
Orleans	+ 1	+ 1	0	0	+ 1	+ 1
Peabody	- 4	+ 3	- 7	- 37	- 1	- 15
Prospect	-33	-143	- 1	- 3	+ 1	+ 6
Raineshaven	-21	-182	- 7	- 39	- 3	- 6
Raleigh-Bartlett Meadows	+ 1	- 60	+ 4	+ 86	+ 3	+ 56
Richland	- 8	-173	- 3	- 68	- 3	- 45
Ridgeway	-10	- 25	- 4	- 24	+10	+ 46
Riverview	+ 1	+ 1	- 1	- 1	+ 1	+ 1
Rozelle	- 9	- 54	- 3	- 26	- 4	- 11
Scenic Hills	-12	-439	0	- 25	+ 3	+ 25

School	Difference from Projected for Court to 1973-74		Difference from 1973-74 to 1974-75		Difference from 1974-75 to 1975-76	
	Percent (White)	Number (White)	Percent (White)	Number (White)	Percent (White)	Number (Whi
Sea Isle	-17	-185	+ 2	- 12	- 7	- 22
Shady Grove	- 9	-167	- 4	- 56	- 2	- 7
Shannon	-20	-212	- 2	- 9	- 3	- 23
Sharpe	-10	- 63	- 6	- 25	- 6	- 22
Sheffield	0	- 20	+ 3	+ 65	- 1	- 27
Sherwood	-14	-174	- 5	- 52	+ 4	+ 27
Snowden	- 7	+ 33	- 2	- 10	- 8	- 37
South Park	- 3	- 81	0	- 28	+ 2	+ 20
Springdale	-25	-188	- 3	- 20	- 2	- 14
Stafford	0	0	0	0	0	0
Treadwell	- 2	-199	0	+ 42	0	- 10
Vollintine	-11	-70	- 3	- 10	0	+ 14
Walker	-25	-202	- 5	- 1	- 7	- 43
Wells Station	-25	-150	- 1	- 28	- 5	- 26
Westhaven	-19	-203	- 6	- 41	- 4	- 30
Westside	- 6	- 43	- 3	- 33	- 4	- 39
Westwood	-12	-146	- 4	- 66	- 1	- 14
White Station	-19	- 83	- 7	- 27	- 2	- 1
Whitehaven	-18	-254	- 6	- 60	- 6	- 45
White's Chapel	+ 1	+ 2	0	+ 3	0	- 1

School	Difference from Projected for Court to 1973-74		Difference from 1973-74 to 1974-75		Difference from 1974-75 to 1975-76	
	Percent (White)	Number (White)	Percent (White)	Number (White)	Percent (White)	Number (Whi
Whitney	- 3	- 34	0	- 6	- 7	- 8
Willow Oaks	-13	-167	- 7	- 88	0	- 19
Winchester	- 8	- 91	- 2	- 2	- 4	- 30
Egypt						
Springhill						

REPORT SHOWING PROJECTED PLAN Z ENROLLMENTS OF JUNIOR AND SENIOR HIGH SCHOOLS (APRIL, 1973), NUMBER OF STUDENTS ASSIGNED TO THE VARIOUS JUNIOR AND SENIOR HIGH SCHOOLS VIA PLAN Z (SUMMER, 1973), AND ENROLLMENTS OF JUNIOR HIGH SCHOOLS (GRADES 7-9) AND SENIOR HIGH SCHOOLS (GRADES 10-12) FOR 1973-74, 1974-75 AND 1975-76 SCHOOL YEARS.

January 29, 1976
Division of Research and Planning
Memphis City School System

PLAN Z ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76
Airways Jr.	7-9	W 277 (39%) B 437 (61%) T 714	W 242 (38%) B 387 (62%) T 629	W 205 (33%) B 420 (67%) T 625	W 154 (27%) B 422 (73%) T 576	W 164 (25%) B 497 (75%) T 663	W 162 (25%) B 495 (75%) T 657
Bellevue Jr.	7-9	W 278 (46%) B 323 (54%) T 601	W 287 (43%) B 374 (57%) T 661	W 204 (35%) B 381 (65%) T 585	W 199 (33%) B 403 (67%) T 602	W 189 (31%) B 405 (69%) T 594	W 134 (25%) B 404 (75%) T 538
Carver High	10-12	W 0 (0%) B 1418 (100%) T 1418	W 0 (0%) B 1358 (100%) T 1358	W 0 (0%) B 1337 (100%) T 1337	W 0 (0%) B 1125 (100%) T 1125	W 0 (0%) B 1097 (100%) T 1097	W 0 (0%) B 1067 (100%) T 1067
Central High	10-12	W 512 (48%) B 544 (52%) T 1056	W 495 (52%) B 451 (48%) T 946	W 492 (56%) B 393 (44%) T 885	W 454 (55%) B 375 (45%) T 829	W 431 (54%) B 371 (46%) T 802	W 416 (51%) B 410 (49%) T 826
Chickasaw Jr.	7-9	W 335 (35%) B 617 (65%) T 952	W 257 (28%) B 655 (72%) T 912	W 299 (30%) B 685 (70%) T 984	W 194 (21%) B 731 (79%) T 925	W 155 (15%) B 882 (85%) T 1037	W 122 (11%) B 1029 (89%) T 1151
Coleman Jr.	7-8	Annexed 12/72			W 287 (81%) B 67 (19%) T 354	W 294 (83%) B 60 (17%) T 354	W 323 (84%) B 63 (16%) T 386
Colonial Jr.	7-9	W 879 (71%) B 352 (29%) T 1231	W 783 (68%) B 363 (32%) T 1146	W 720 (66%) B 373 (34%) T 1093	W 501 (59%) B 347 (41%) T 848	W 396 (56%) B 317 (44%) T 713	W 365 (53%) B 328 (47%) T 693
Corry Jr.	7-9	W 405 (36%) B 718 (64%) T 1123	W 401 (37%) B 682 (63%) T 1083	W 390 (37%) B 659 (63%) T 1049	W 89 (12%) B 642 (88%) T 731	W 65 (10%) B 586 (90%) T 651	W 48 (8%) B 587 (92%) T 635
Craigmont	7-12	W 925 (68%) B 438 (32%) T 1363	W 940 (68%) B 447 (32%) T 1387	W 940 (68%) B 447 (32%) T 1387	W 835 (66%) B 427 (34%) T 1262	W 1070 (70%) B 466 (30%) T 1536	W 1384 (76%) B 432 (24%) T 1816

PLAN Z ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76
Cypress Jr.	7-9	W 450 (28%) B 1169 (72%) T 1619	W 503 (32%) B 1091 (68%) T 1594	W 513 (31%) B 1122 (69%) T 1635	W 160 (12%) B 1133 (88%) T 1293	W 130 (11%) B 1031 (89%) T 1161	W 137 (12%) B 988 (88%) T 1125
Douglass High	10-12	W 435 (45%) B 542 (55%) T 977	W 206 (30%) B 483 (70%) T 689	W 236 (29%) B 587 (71%) T 823	W 45 (8%) B 550 (92%) T 595	W 64 (13%) B 421 (87%) T 485	W 67 (16%) B 343 (84%) T 410
East High	10-12	W 439 (50%) B 431 (50%) T 870	W 436 (51%) B 423 (49%) T 859	W 373 (48%) B 409 (52%) T 782	W 289 (44%) B 370 (56%) T 659	W 222 (38%) B 361 (62%) T 583	W 163 (30%) B 379 (70%) T 542
Fairley High	10-12	W 636 (63%) B 369 (37%) T 1005	W 472 (46%) B 552 (54%) T 1024	W 475 (51%) B 448 (49%) T 923	W 361 (43%) B 471 (57%) T 832	W 243 (28%) B 610 (72%) T 853	W 152 (16%) B 793 (84%) T 945
Fairview Jr.	7-9	W 227 (38%) B 363 (62%) T 590	W 227 (38%) B 363 (62%) T 590	W 227 (38%) B 365 (62%) T 592	W 205 (36%) B 370 (64%) T 575	W 193 (34%) B 370 (66%) T 563	W 184 (34%) B 353 (66%) T 537
Frayser Jr. High	7-9	W 484 (68%) B 225 (32%) T 709	W 364 (65%) B 200 (35%) T 564	W 318 (59%) B 225 (41%) T 543	W 297 (60%) B 197 (40%) T 494	W 348 (62%) B 210 (38%) T 558	W 376 (61%) B 236 (39%) T 612
Frayser Sr. High	10-12	W 776 (73%) B 280 (27%) T 1056	W 699 (70%) B 280 (30%) T 979	W 789 (78%) B 228 (22%) T 1017	W 671 (82%) B 143 (18%) T 814	W 511 (75%) B 174 (25%) T 685	W 439 (72%) B 170 (28%) T 609
Geeter Jr.	7-9	W 668 (49%) B 702 (51%) T 1370	W 564 (45%) B 676 (55%) T 1240	W 579 (46%) B 693 (54%) T 1272	W 215 (21%) B 815 (79%) T 1030	W 168 (16%) B 879 (84%) T 1047	W 134 (13%) B 889 (87%) T 1023

PLAN Z ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76
Georgian Hills Jr.	7-9	W 579 (68%) B 271 (32%) T 850	W 524 (58%) B 374 (42%) T 898	W 543 (65%) B 289 (35%) T 832	W 392 (58%) B 286 (42%) T 678	W 403 (58%) B 286 (42%) T 689	W 404 (55%) B 325 (45%) T 729
Graceland Jr.	7-9	W 627 (61%) B 400 (39%) T 1027	W 268 (32%) B 581 (68%) T 849	W 287 (31%) B 626 (69%) T 913	W 385 (37%) B 669 (63%) T 1054	W 213 (33%) B 425 (67%) T 638	W 278 (29%) B 679 (71%) T 957
[redacted] Jr.	7-9	W 350 (30%) B 826 (70%) T 1176	W 366 (31%) B 800 (69%) T 1166	W 335 (30%) B 784 (70%) T 1119	W 57 (6%) B 821 (94%) T 878	W 29 (3%) B 810 (97%) T 839	W 20 (2%) B 786 (98%) T 806
[redacted] Sr.	10-12	W 550 (34%) B 1048 (66%) T 1598	W 535 (37%) B 913 (63%) T 1448	W 356 (21%) B 1368 (79%) T 1724	W 54 (4%) B 1358 (96%) T 1412	W 80 (6%) B 1319 (94%) T 1399	W 64 (5%) B 1349 (95%) T 1413
Havenview Jr.	7-9	W 500 (60%) B 334 (40%) T 834	W 300 (37%) B 517 (63%) T 817	W 317 (37%) B 530 (63%) T 847	W 238 (31%) B 526 (69%) T 764	W 180 (27%) B 485 (73%) T 665	W 142 (23%) B 487 (77%) T 629
Hillcrest High	10-12	W 767 (52%) B 697 (48%) T 1464	W 735 (60%) B 496 (40%) T 1231	W 830 (65%) B 456 (35%) T 1286	W 695 (65%) B 374 (35%) T 1069	W 670 (49%) B 705 (51%) T 1375	W 421 (47%) B 466 (53%) T 887

PLAN Z ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76
Humes Jr.	7-9	W 448 (27%) B 1183 (73%) T 1631	W 359 (25%) B 1073 (75%) T 1432	W 381 (24%) B 1182 (76%) T 1563	W 181 (12%) B 1269 (88%) T 1450	W 175 (13%) B 1201 (87%) T 1376	W 145 (11%) B 1222 (89%) T 1367
Kingsbury Jr. High	7-9	W 863 (71%) B 350 (29%) T 1213	W 817 (69%) B 360 (31%) T 1177	W 740 (68%) B 341 (32%) T 1081	W 573 (62%) B 346 (38%) T 919	W 505 (61%) B 328 (39%) T 833	W 461 (59%) B 326 (41%) T 787
Kingsbury Sr. High	10-12	W 857 (71%) B 355 (29%) T 1212	W 849 (71%) B 349 (29%) T 1198	W 824 (75%) B 281 (25%) T 1105	W 752 (75%) B 247 (25%) T 999	W 566 (65%) B 311 (35%) T 877	W 491 (61%) B 314 (39%) T 805
Lanier Jr.	7-9	W 334 (35%) B 618 (65%) T 952	W 304 (34%) B 597 (66%) T 901	W 314 (34%) B 613 (66%) T 927	W 233 (27%) B 631 (73%) T 864	W 193 (23%) B 654 (77%) T 847	W 185 (21%) B 688 (79%) T 873
Lester Jr.	7-9	W 288 (37%) B 492 (63%) T 780	W 278 (37%) B 482 (63%) T 760	W 313 (41%) B 445 (59%) T 758	W 155 (23%) B 510 (77%) T 665	W 165 (22%) B 573 (78%) T 738	W 136 (18%) B 627 (82%) T 763
Lincoln Jr.	7-9	W 0 (0%) B 1685 (100%) T 1685	W 0 (0%) B 1642 (100%) T 1642	W 2 (0%) B 1730 (100%) T 1732	W 1 (0%) B 1300 (100%) T 1301	W 0 (0%) B 1356 (100%) T 1356	W 0 (0%) B 1264 (100%) T 1264
Longview Jr.	7-9	W 206 (25%) B 632 (75%) T 838	W 167 (22%) B 588 (78%) T 755	W 165 (21%) B 631 (79%) T 796	W 27 (4%) B 592 (96%) T 619	W 15 (2%) B 588 (98%) T 603	W 26 (4%) B 556 (96%) T 582
Manassas Jr.	7-9	W 308 (35%) B 582 (65%) T 890	W 311 (31%) B 679 (69%) T 990	W 306 (32%) B 642 (68%) T 948	W 108 (15%) B 621 (85%) T 729	W 79 (11%) B 609 (89%) T 688	W 51 (8%) B 578 (92%) T 629

PLAN Z ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76
Manassas High	10-12	W 275 (35%) B 506 (65%) T 781	W 288 (40%) B 434 (60%) T 722	W 216 (26%) B 610 (74%) T 826	W 33 (5%) B 596 (95%) T 629	W 20 (4%) B 512 (96%) T 532	W 13 (3%) B 489 (97%) T 502
Melrose Jr.	7-9	W 250 (28%) B 646 (72%) T 896	W 229 (27%) B 632 (73%) T 861	W 220 (34%) B 427 (66%) T 647	W 34 (6%) B 504 (94%) T 538	W 26 (6%) B 441 (94%) T 467	W 8 (2%) B 417 (98%) T 425
Melrose Sr.	10-12	W 687 (47%) B 776 (53%) T 1463	W 530 (46%) B 629 (54%) T 1159	W 484 (36%) B 878 (64%) T 1362	W 135 (11%) B 1083 (89%) T 1218	W 144 (12%) B 1041 (88%) T 1185	W 129 (11%) B 1032 (89%) T 1161
Messick Jr. High	7-9	W 144 (40%) B 220 (60%) T 364	W 141 (40%) B 210 (60%) T 351	W 120 (33%) B 247 (67%) T 367	W 100 (29%) B 241 (71%) T 341	W 99 (27%) B 261 (73%) T 360	W 86 (26%) B 248 (74%) T 334
Messick Sr. High	10-12	W 794 (61%) B 506 (39%) T 1300	W 753 (62%) B 465 (38%) T 1218	W 667 (55%) B 536 (45%) T 1203	W 507 (61%) B 330 (39%) T 837	W 382 (51%) B 362 (49%) T 744	W 193 (26%) B 547 (74%) T 740
Mitchell High	10-12	W 320 (46%) B 372 (54%) T 692	W 295 (39%) B 462 (61%) T 757	W 215 (28%) B 551 (72%) T 766	W 17 (3%) B 622 (97%) T 639	W 22 (3%) B 736 (97%) T 758	W 12 (1%) B 824 (99%) T 836
Northside High	10-12	W 413 (27%) B 1145 (73%) T 1558	W 417 (27%) B 1111 (73%) T 1528	W 361 (19%) B 1554 (81%) T 1915	W 65 (4%) B 1434 (96%) T 1499	W 78 (5%) B 1490 (95%) T 1568	W 84 (5%) B 1488 (95%) T 1572
Oakhaven Jr. High	7-9	W 318 (61%) B 200 (39%) T 518	W 236 (58%) B 172 (42%) T 408	W 187 (52%) B 174 (48%) T 361	W 193 (46%) B 223 (54%) T 416	W 208 (48%) B 228 (52%) T 436	W 175 (42%) B 239 (58%) T 414

PLAN Z ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76
Oakhaven High	10-12	W 393 (72%) B 150 (28%) T 543	W 353 (70%) B 152 (30%) T 505	W 402 (76%) B 127 (24%) T 529	W 345 (74%) B 119 (26%) T 464	W 218 (60%) B 143 (40%) T 361	W 163 (49%) B 169 (51%) T 332
Overton High	10-12	W 1138 (72%) B 453 (28%) T 1591	W 1100 (70%) B 461 (30%) T 1561	W 1241 (77%) B 342 (23%) T 1583	W 1044 (79%) B 281 (21%) T 1325	W 548 (57%) B 414 (43%) T 962	W 401 (50%) B 402 (50%) T 803
Porter Jr.	7-9	W 0 (0%) B 1084 (100%) T 1084	W 0 (0%) B 1030 (100%) T 1030	W 0 (0%) B 975 (100%) T 975	W 0 (0%) B 1261 (100%) T 1261	W 0 (0%) B 1182 (100%) T 1182	W 0 (0%) B 1095 (100%) T 1095
Richland Jr.	7-9	W 519 (69%) B 235 (31%) T 754	W 461 (66%) B 236 (34%) T 697	W 469 (65%) B 253 (35%) T 722	W 318 (58%) B 227 (42%) T 545	W 259 (53%) B 228 (47%) T 487	W 229 (49%) B 243 (51%) T 472
Ridgeway Jr. High	7-9	W 279 (68%) B 130 (32%) T 409	W 311 (71%) B 130 (29%) T 441	W 306 (71%) B 126 (29%) T 432	W 199 (62%) B 121 (38%) T 320	W 220 (62%) B 135 (38%) T 355	W 290 (70%) B 122 (30%) T 412
Ridgeway Sr. High	10-12	W 309 (67%) B 153 (33%) T 462	W 293 (67%) B 147 (33%) T 440	W 360 (78%) B 100 (22%) T 460	W 354 (83%) B 72 (17%) T 426	W 265 (75%) B 90 (25%) T 355	W 271 (78%) B 75 (22%) T 346
Riverview Jr.	7-9	W 0 (0%) B 1080 (100%) T 1080	W 1 (0%) B 1037 (100%) T 1038	W 10 (1%) B 998 (99%) T 1008	W 5 (1%) B 1020 (99%) T 1025	W 7 (1%) B 981 (99%) T 988	W 4 (1%) B 937 (99%) T 941
Sheffield Jr. High	7-9	W 581 (70%) B 246 (30%) T 827	W 572 (70%) B 246 (30%) T 818	W 573 (68%) B 268 (32%) T 841	W 463 (64%) B 266 (36%) T 729	W 490 (65%) B 267 (35%) T 757	W 521 (69%) B 237 (31%) T 758

PLAN Z ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76
Sheffield High	10-12	W 480 (75%) B 163 (25%) T 643	W 442 (76%) B 138 (24%) T 580	W 504 (77%) B 151 (23%) T 655	W 446 (79%) B 122 (21%) T 568	W 406 (75%) B 138 (25%) T 544	W 421 (74%) B 149 (26%) T 570
Sherwood Jr.	7-9	W 933 (61%) B 603 (39%) T 1536	W 548 (47%) B 617 (53%) T 1165	W 557 (45%) B 681 (55%) T 1238	W 451 (40%) B 663 (60%) T 1114	W 379 (35%) B 704 (65%) T 1083	W 366 (32%) B 765 (68%) T 1131
Snowden Jr.	7-9	W 268 (40%) B 408 (60%) T 676	W 273 (39%) B 421 (61%) T 694	W 237 (37%) B 400 (63%) T 637	W 210 (34%) B 404 (66%) T 614	W 175 (28%) B 457 (72%) T 632	W 139 (21%) B 509 (79%) T 648
South Side High	10-12	W 400 (28%) B 1050 (72%) T 1450	W 417 (30%) B 961 (70%) T 1378	W 339 (21%) B 1249 (79%) T 1588	W 56 (4%) B 1300 (96%) T 1356	W 58 (5%) B 1166 (95%) T 1224	W 51 (4%) B 1124 (96%) T 1175
Tech High	10-12	W 456 (49%) B 484 (51%) T 940	W 399 (47%) B 442 (53%) T 841	W 451 (43%) B 600 (57%) T 1051	W 351 (43%) B 470 (57%) T 821	W 289 (38%) B 475 (62%) T 764	W 199 (26%) B 553 (74%) T 752
Treadwell Jr. High	7-9	W 388 (66%) B 200 (34%) T 588	W 341 (63%) B 204 (37%) T 545	W 270 (56%) B 212 (44%) T 482	W 285 (58%) B 209 (42%) T 494	W 247 (56%) B 196 (44%) T 443	W 246 (58%) B 181 (42%) T 427
Treadwell Sr. High	10-12	W 654 (71%) B 269 (29%) T 923	W 666 (72%) B 242 (28%) T 908	W 487 (65%) B 257 (35%) T 744	W 432 (65%) B 233 (35%) T 665	W 388 (58%) B 279 (42%) T 667	W 324 (55%) B 261 (45%) T 585
Trenevant Jr. High	7-9	W 597 (70%) B 257 (30%) T 854	W 148 (37%) B 257 (63%) T 405	W 133 (36%) B 234 (64%) T 367	W 182 (45%) B 225 (55%) T 407	W 224 (49%) B 232 (51%) T 456	W 397 (57%) B 298 (43%) T 695

PLAN Z ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76
Trezevant Sr. High	10-12	W 588 (63%) B 338 (37%) T 926	W 503 (57%) B 380 (43%) T 883	W 563 (64%) B 314 (36%) T 877	W 416 (59%) B 287 (41%) T 703	W 327 (48%) B 355 (52%) T 682	W 286 (45%) B 354 (55%) T 640
Vance Jr.	7-9	W 0 (0%) B 791 (100%) T 791	W 0 (0%) B 756 (100%) T 756	W 1 (0%) B 762 (100%) T 763	W 1 (1%) B 762 (99%) T 763	W 0 (0%) B 756 (100%) T 756	W 0 (0%) B 735 (100%) T 735
B. T. Washington	10-12	W 0 (0%) B 1500 (100%) T 1500	W 0 (0%) B 1479 (100%) T 1479	W 1 (0%) B 1703 (100%) T 1704	W 0 (0%) B 1552 (100%) T 1552	W 0 (0%) B 1384 (100%) T 1384	W 0 (0%) B 1325 (100%) T 1325
Westside Jr. High	7-9	W 318 (68%) B 150 (32%) T 468	W 261 (62%) B 161 (38%) T 422	W 205 (65%) B 110 (35%) T 315	W 239 (65%) B 127 (35%) T 366	W 217 (58%) B 160 (42%) T 377	W 219 (60%) B 149 (40%) T 368
Westside Sr. High	10-12	W 259 (63%) B 150 (37%) T 409	W 227 (59%) B 158 (41%) T 385	W 248 (73%) B 93 (27%) T 341	W 249 (74%) B 88 (26%) T 337	W 172 (61%) B 112 (39%) T 284	W 177 (63%) B 104 (37%) T 281
Westwood Jr. High	7-9	W 216 (37%) B 361 (63%) T 577	W 157 (22%) B 568 (78%) T 725	W 164 (21%) B 609 (79%) T 773	W 125 (16%) B 680 (84%) T 805	W 98 (12%) B 748 (88%) T 846	W 73 (8%) B 788 (92%) T 861
Westwood Sr. High	10-12	W 191 (38%) B 305 (62%) T 496	W 146 (18%) B 658 (82%) T 804	W 164 (17%) B 774 (83%) T 938	W 107 (15%) B 735 (85%) T 842	W 76 (10%) B 682 (90%) T 758	W 60 (8%) B 658 (92%) T 718
Whitehaven High	10-12	W 700 (58%) B 503 (42%) T 1203	W 534 (55%) B 444 (45%) T 978	W 702 (61%) B 446 (39%) T 1148	W 603 (61%) B 380 (39%) T 983	W 408 (47%) B 457 (53%) T 865	W 308 (37%) B 531 (63%) T 839

PLAN Z ENROLLMENT DATA
SECONDARY SCHOOLS

SCHOOL	GRADE ORGANIZATION	AS PROJECTED FOR COURT April 18, 1973	AS PROJECTED VIA PUPIL LOCATOR MAP May 17, 1973	AS ASSIGNED Summer, 1973	ENROLLMENT 1973-74	1974-75	1975-76
White Station Jr. High	7-9	W 340 (69%) B 150 (31%) T 490	W 394 (72%) B 154 (28%) T 548	W 300 (69%) B 136 (31%) T 436	W 243 (62%) B 151 (38%) T 394	W 196 (58%) B 144 (42%) T 340	W 173 (51%) B 167 (49%) T 340
White Station Sr. High	10-12	W 877 (74%) B 308 (26%) T 1185	W 869 (74%) B 304 (26%) T 1172	W 911 (80%) B 230 (20%) T 1141	W 859 (85%) B 156 (15%) T 1015	W 549 (76%) B 174 (24%) T 723	W 485 (73%) B 176 (27%) T 661
Wooddale Jr. High	7-9	W 941 (73%) B 351 (27%) T 1292	W 899 (72%) B 352 (28%) T 1251	W 896 (72%) B 350 (28%) T 1246	W 627 (65%) B 335 (35%) T 962	W 600 (63%) B 347 (37%) T 947	W 632 (65%) B 335 (35%) T 967
Wooddale Sr. High	10-12	W 1010 (74%) B 350 (26%) T 1360	W 947 (71%) B 378 (29%) T 1325	W 1100 (82%) B 238 (18%) T 1338	W 970 (85%) B 171 (15%) T 1141	W 815 (78%) B 227 (22%) T 1042	W 729 (76%) B 235 (24%) T 964
Raleigh-Egypt High	9-12	Annexed 6/74					W 1180 (89%) B 151 (11%) T 1331
Egypt	7-8						W 271 (93%) B 21 (7%) T 292
		7122		6022	1858	1666	1432
					$\frac{1858}{7122}$ - 26%		
					$\frac{1858}{6022}$ - 31%		
		18,762		16,220	13,670	10,879	9756
					$\frac{13,670}{18,762}$ - 73%		
					$\frac{13,670}{16,220}$ - 84%		

REPORT SHOWING GAIN AND/OR LOSS OF WHITE STUDENTS BY PERCENTAGE AND NUMBER IN JUNIOR AND SENIOR HIGH SCHOOL ATTENDANCE UNITS FOR THE THREE YEARS PLAN Z HAS BEEN IMPLEMENTED

February 3, 1976
Division of Research and Planning
Memphis City School System

School	Difference from Projected for Court to 1973-74		Difference from 1973-74 to 1974-75		Difference from 1974-75 to 1975-76	
	Percent (White)	Number (White)	Percent (White)	Number (White)	Percent (White)	Number (Wh
Airways	-12	-123	- 2	+ 10	0	- 2
Bellevue	-13	- 79	14	- 10	-22	- 55
Carver	0	0	0	0	0	0
Central	+ 7	- 58	- 1	- 23	- 3	- 15
Chickasaw	-14	-141	- 6	- 39	- 4	- 33
Coleman	-	-	+ 2	+ 7	+ 1	+ 30
Colonial	-12	-378	- 3	-105	- 3	- 31
Corry	-24	-316	- 2	- 24	- 2	- 17
Craigmont	- 2	- 90	+ 4	+235	+ 6	+314
Cypress	-16	-290	- 1	- 30	+ 1	+ 7
Douglass	-37	-390	+ 5	+ 19	+ 3	+ 3
East	- 6	-150	- 6	- 67	- 8	- 59
Fairley	-20	-275	-15	-118	-12	- 91
Fairview	- 2	- 22	- 2	- 12	0	- 9
Frayser, Jr.	- 8	-187	+ 2	+ 51	- 1	+ 28
Frayser, Sr.	+ 9	-105	- 7	-160	- 3	- 72
Geeter	-28	-453	- 5	- 47	- 3	- 34
Georgian Hills Jr	-10	-187	0	+ 11	- 3	+ 1
Graceland	-24	-242	- 4	-172	- 4	+ 65
Hamilton Jr.	-24	-293	- 3	- 28	- 1	- 9

School	Difference from Projected for Court to 1973-74		Difference from 1973-74 to 1974-75		Difference from 1974-75 to 1975-76	
	Percent (White)	Number (White)	Percent (White)	Number (White)	Percent (White)	Number (Whi
Hamilton Sr.	-30	-496	+ 2	+ 26	- 1	- 16
Havenview Jr.	-29	-262	- 4	- 58	- 4	- 38
Hillcrest Sr.	+13	- 72	-16	- 25	- 2	-249
Humes	-15	-267	+ 1	+ 6	- 2	- 30
Kingsbury Jr.	- 9	-290	- 1	- 68	- 2	- 44
Kingsbury Sr.	+ 4	-105	-10	-186	- 4	- 75
Lanier Jr.	- 8	-101	- 4	- 40	- 2	- 8
Lester Jr.	-14	-133	- 1	+ 10	- 4	- 29
Lincoln Jr.	0	+ 1	0	0	0	0
Longview Jr.	-21	-179	- 2	- 12	+ 2	+ 11
Manassas Jr.	-20	-200	- 4	- 29	- 3	- 28
Manassas Sr.	-30	-242	- 1	- 13	- 1	- 7
Melrose Jr.	-22	-216	0	- 8	- 4	- 18
Melrose Sr.	-36	-552	+ 1	- 9	- 1	- 15
Messick Jr.	-11	- 44	- 2	- 1	- 1	- 13
Messick Sr.	0	-287	-10	-125	-25	-189
Mitchell	-43	-303	0	+ 5	- 2	- 10
Northside	-23	-348	+ 1	+ 13	0	+ 6
Oakhaven Jr.	-15	-125	+ 2	+ 15	- 6	+ 33
Oakhaven Sr.	+ 2	- 48	-14	-127	-11	- 55

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School	Difference from Projected for Court to 1973-74		Difference from 1973-74 to 1974-75		Difference from 1974-75 to 1975-76	
	Percent (White)	Number (White)	Percent (White)	Number (White)	Percent (White)	Number (White)
Overton	+ 7	- 94	-22	-496	- 7	-147
Porter	0	0	0	0	0	0
Richland	-11	-201	- 5	- 59	- 4	- 30
Ridgeway Jr.	- 6	- 80	0	+ 21	+ 8	+ 70
Ridgeway Sr.	+16	+ 45	- 8	- 89	+ 3	+ 6
Riverview	+ 1	+ 5	0	+ 2	0	- 3
Sheffield Jr.	- 6	-118	+ 1	+ 27	+ 4	+ 31
Sheffield Sr.	+ 4	- 34	- 4	- 40	- 1	+ 15
Sherwood Jr.	-21	-482	- 5	- 72	- 3	- 13
Snowden	- 6	- 58	- 6	- 35	- 7	- 36
South Side	-24	-344	+ 1	+ 2	- 1	- 7
Tech	- 6	-105	- 5	- 62	-12	- 90
Treadwell Jr.	- 8	-103	- 2	- 38	+ 2	- 1
Treadwell Sr.	- 6	-222	- 7	- 44	- 3	- 64
Trezevant Jr.	-25	-415	+ 4	+ 42	+ 8	+173
Trezevant Sr.	- 4	-172	-11	- 89	- 3	- 41
Vance	+ 1	+ 1	- 1	- 1	0	0
B. T. Washington	0	0	0	0	0	0
Westside Jr.	- 3	- 79	- 7	- 22	+ 2	+ 2
Westside Sr.	+11	- 10	-13	- 77	+ 2	+ 5

School	Difference from Projected for Court to 1973-74		Difference from 1973-74 to 1974-75		Difference from 1974-75 to 1975-76	
	Percent (White)	Number (White)	Percent (White)	Number (White)	Percent (White)	Number (Whi
Westwood Jr.	-21	- 91	- 4	- 27	- 4	- 25
Westwood Sr.	-23	- 84	- 5	- 31	- 2	- 16
Whitehaven	+ 3	- 97	-14	-195	-10	-100
White Station Jr.	- 7	- 97	- 4	- 47	- 7	- 23
White Station Sr.	+11	- 18	- 9	-310	- 3	- 64
Wooddale Jr.	- 8	-314	- 2	- 27	+ 2	+ 32
Wooddale Sr.	+11	- 40	- 7	-155	- 2	- 86

Racial Composition of Schools by Percent Categories

On pages 76 - 78 can be found data which reflect the racial composition of the schools of the system in percentage categories. The racial composition has then been analyzed in three (3) grade level attendance units (schools): the elementary units (grades 1-6), the secondary units (grades 7-12), and for all attendance units (grades 1-12, city-wide). Discussions of these three analyses are presented in the following paragraphs.

Elementary Schools

The data on page 76 are self-explanatory and dramatic. Prior to induced desegregation the system had a total of fifty-six (56) majority black elementary schools, which represented 49% of all elementary schools in the system. The system presently (1975-76 school year) has 90 majority black elementary schools, representing 86% of the elementary attendance units in the system. Stated another way, only fifteen (15) elementary schools now have a white majority. Of this number, six (6) are located in the Raleigh area. Only four (4) elementary schools are 75% or more white. All four (4) of these schools are in the Raleigh area. There are presently sixty-five (65) elementary schools which are 70% or more black. This represents 62% of the total elementary schools in the system.

Secondary Schools (Junior-Senior High Schools)

Data on page 77 relative to secondary attendance units are equally as self-explanatory and dramatic as that just depicted for elementary schools. Whereas prior to induced desegregation the system had twenty-three (23) majority black secondary attendance units, the system now

has forty-five (45). Thus, prior to induced desegregation, 48% of the secondary schools were majority black; presently 65% of the secondary attendance units are majority black. At the present, the 1975-76 school year, only six (6) attendance units are 75% or more white. Four (4) of these attendance units are in the Raleigh area.

System-Wide Analysis of Total Attendance Units (Schools)

Data on page 78 reflect a continuing and progressive trend relative to the racial composition of schools in the system. As previously stated, the data are self-explanatory and there is thus little need for a narrative resume. There are, however, several interesting observations which can be made from the data.

Prior to induced desegregation the system had seventy-nine (79) majority black schools. This represented 48% of the total schools in the system. Presently, 1975-76, there are one hundred thirty-five (135) majority black schools. This represents 78% of the total number of schools in the system. Stated in another way, only 22% of the schools presently are majority white. Only ten (10) schools are 75% or more white; of this number, seven (7) are located in the Raleigh area.

ENROLLMENT PERCENTAGE WHITE	ELEMENTARY ATTENDANCE UNITS (SCHOOLS) PRE-PLAN A (1971-72)		PLAN A (AS PROJECTED FOR COURT) MARCH 3, 1972		PLAN Z (AS PROJECTED FOR COURT) APRIL 18, 1973		1973-74		1974-75		1975-76	
0-5	44		30		19		19		20		20	
6-10	6		5		0		2		1		3	
11-15	2		2		0		3		7		7	
16-20	1		0		1		9		9		8	
21-25	1	54	2	39	0	20	7	40	4	41	13	51
26-30	0		0		0		10		13		14	
31-35	0		2		1		9		12		8	
36-40	0		2		6		14		12		7	
41-45	2		5		22		7		8		7	
46-50	0	2	4	13	10	39	7	47	4	49	3	39
51-55	1		7		10		6		3		4	
56-60	1		5		16		1		1		0	
61-65	1		4		7		1		2		3	
66-70	1		4		4		5		4		4	
71-75	3	7	4	24	4	41	2	15	1	11	0	11
76-80	3		3		1		0		1		1	
81-85	2		1		1		1		0		0	
86-90	1		1		0		0		1		2	
91-95	4		0		0		0		0		1	
96-100	42	52	24	29	0	2	0	1	0	2	0	4
	115		105		101		103		103		105	

ENROLLMENT PERCENTAGE WHITE	JUNIOR-SENIOR HIGH ATTENDANCE UNITS (SCHOOLS)											
	PRE-PLAN A (1971-72)		PLAN A (AS PROJECTED FOR COURT) MARCH 3, 1972		PLAN Z (AS PROJECTED FOR COURT) APRIL 18, 1973		1973-74		1974-75		1975-76	
0-5	21		12		6		12		12		14	
6-10	0		0		0		3		4		4	
11-15	0		2		0		6		7		5	
16-20	0		0		0		1		1		3	
21-25	0	[21]	1	[15]	1	[7]	3	[25]	3	[27]	5	[31]
26-30	0		0		6		3		4		5	
31-35	0		1		5		3		4		2	
36-40	1		2		8		3		2		1	
41-45	0		3		1		4		0		2	
46-50	1	[2]	5	[11]	7	[27]	1	[14]	5	[15]	4	[14]
51-55	0		1		1		1		3		5	
56-60	1		3		2		6		8		4	
61-65	2		4		7		10		7		4	
66-70	0		0		11		1		1		2	
71-75	1	[4]	0	[8]	11	[32]	3	[21]	3	[22]	3	[18]
76-80	0		2		0		2		2		3	
81-85	1		1		0		5		1		1	
86-90	2		1		0		0		0		1	
91-95	4		3		0		0		0		1	
96-100	14	[21]	7	[14]	0	[0]	0	[7]	0	[3]	0	[6]
	48		48		66		67		67		69	

ENROLLMENT PERCENTAGE WHITE	TOTAL ATTENDANCE UNITS (SCHOOLS) PRE-PLAN A (1971-72)		PLAN A (AS PROJECTED FOR COURT) MARCH 3, 1972		PLAN Z (AS PROJECTED FOR COURT) APRIL 18, 1973		1973-74		1974-75		1975-76	
0-5	65		42		25		31		32		34	
6-10	6		5		0		5		5		7	
11-15	2		4		0		9		14		12	
16-20	1		0		1		10		10		11	
21-25	1	75	3	54	1	27	10	65	7	68	18	82
26-30	0		0		6		13		17		19	
31-35	0		3		6		12		16		10	
36-40	1		4		14		17		14		8	
41-45	2		8		23		11		8		9	
46-50	1	4	9	24	17	66	8	61	9	64	7	53
51-55	1		8		11		7		6		9	
56-60	2		8		18		7		9		4	
61-65	3		8		14		11		9		7	
66-70	1		4		15		6		5		6	
71-75	4	11	4	32	15	73	5	36	4	33	3	29
76-80	3		5		1		2		3		4	
81-85	3		2		1		6		1		1	
86-90	3		2		0		0		1		3	
91-95	8		3		0		0		0		2	
96-100	56	73	31	43	0	2	0	8	0	5	0	10
	163		153		168		170		170		174	

Summary and Conclusions

Data contained in this report suggests the following:

1. The implementation of Plan A and Plan Z has contributed to rapid resegregation of the public school population, thus thwarting the goal of meaningful integration.
2. The student population of the Memphis City School System, according to annual enrollment data, is becoming increasingly more black. If this trend continues, the student population in the next five (5) years (exclusive of the Raleigh area) will be approximately 16% white and 84% black.
3. This trend will not be reversed short of some major economic crisis which would cause thousands of white students to abandon the private and parochial schools and return to the public school system; in fact, the trend may be irreversible.
4. As the system becomes increasingly black, the political ramifications for the administrative staff and the Board of Education may achieve monumental proportions; white support for the public education enterprise will decrease, which could be reflected in decreased local contributions to the General Fund Budget and Capital Improvement Budget.
5. Inasmuch as monetary considerations may tend to complicate budget procedures, the Board of Education will soon have to review its "policy" on closing or consolidating schools with small enrollments.
6. Finally, in light of the present trend of continuing loss of white students, the administrative staff and Board of Education

may soon be compelled to address themselves to the questions which follow.

(a) If the system is creating a virtual black school system through its efforts to meet constitutional requirements, in what way has "equal protection of the laws" been guaranteed black students in this city?

(b) If more white and black students find themselves in segregated educational settings (private and parochial schools for white students and public schools for black students) than existed prior to desegregation activities, then what legal or educational purpose has been served by our efforts?

(c) What are the constitutionally permissible alternatives to Plan Z?

As Dr. Nathan Glazer was quoted as saying earlier in this report (page 3): ". . . if one does have concern for outcomes for children, integration policies must be much more subtle, varied, modulated, based on concrete realities and continuing research than they have been to date."

APPENDIX B

As of October 1, 1975

PRIVATE AND PAROCHIAL SCHOOL
ENROLLMENT FOR 1975-76

	SCHOOL	1973-74	1974-75	1975-76
1.	Bethel Baptist Schools	584	399	309
2.	Bishop Byrne High School	771	723	787
3.	Blessed Sacrament School	234	206	205
4.	The Bodine School	18	20	24
5.	Briarcrest Baptist Schools (12)	1821	2875	3464
6.	Christ the King Lutheran School	145	159	161
7.	Central Baptist School	---	---	80
8.	Christ Methodist Day School	282	224	210
9.	Christian Brothers High School	919	916	933
10.	The Country Day School	273	163	212
11.	Crosstown Day School	18	32	21
12.	DeNeuville Heights for Girls	40	44	41
13.	Elliston Baptist Academy	1367	1684	1442
14.	Evangelical Christian Schools (5)	1025	645	520
15.	Father Bertrand Elementary School	255	237	206
16.	First Assembly Christian School	367	414	502
17.	First Christian Assembly Academy	364	596	512
18.	First Montessori School of Mid-South	---	75	66
19.	The Frady's School, Inc.	111	108	126
20.	Franklin Christian Academy	55	48	50
21.	Frayser Academy of Christian Education	208	187	142
22.	Frayser Assembly Christian School	---	179	188
23.	Frayser Baptist Schools, Inc.(7)	650	760	1013
24.	The Gaelery School	180	55	15
25.	Glenmore Academy	277	292	323

	SCHOOL	1973-74	1974-75	1975-76
26.	Gordon's Private School	33	21	21
27.	Grace St. Luke's Episcopal	446	543	569
28.	Graham Heights Academy	124	175	210
29.	Hammond Hills Baptist School	604	520	446
30	Harding Academy (11)	2574	2903	2909
31.	Holy Cross Lutheran School	250	242	245
32.	Holy Rosary School	644	591	583
33.	The Hutchison School	601	551	563
34.	Immaculate Conception Elementary	256	251	244
35.	Immaculate Conception High School	513	515	514
36.	Immanuel Lutheran School	---	224	201
37.	Jackson Avenue Baptist	513	436	580
38.	LaBelle Haven Baptist Christian School	347	221	186
39.	Lamplighter Montessori School	37	31	27
40.	Laurelwood School, Inc.	---	205	312
41.	Lausanne School	413	372	393
42.	A Learning Place	47	66	69
43.	Little Flower School	246	207	206
44.	Longview Heights 7th Day Adventist	73	94	78
45.	Lowry's Private School	30	23	10
46.	Macon Road Baptist School	243	180	141
47.	Madonna Day School	39	38	38
48.	Mann Private School	19	22	19
49.	Marie Kensington Day School	237	250	247
50.	Memphis Catholic High School	691	682	680
51.	Memphis Christian Academy	206	249	216
52.	Memphis Hebrew Academy	284	254	195
53.	Memphis Junior Academy	104	100	103

	SCHOOL	1973-74	1974-75	1975-76
54.	Memphis Oral School for the Deaf	19	9	10
55.	Memphis Preparatory School	232	565	653
56.	Memphis University School	575	559	568
57.	Messiah Lutheran Church School	---	137	121
58.	Miss Lee's School of Childhood	88	90	78
59.	Mitchell's Private School	16	4	4
60.	Oakhaven Baptist Academy	---	716	796
61.	Our Lady of Sorrows	531	516	490
62.	Presbyterian Day School	581	471	577
63.	Randall Christian Academy	305	293	250
64.	Rosebud KK & Private School	40	16	4
65.	Rose Hill Christian Academy	231	187	330
66.	St. Agnes Elementary	151	211	189
67.	St. Agnes Academy	385	382	390
68.	St. Anne School	225	215	204
69.	Dominic School for Boys	210	102	193
70.	St. John's School	258	231	232
71.	St. Joseph Catholic School	459	420	397
72.	St. Louis School	507	501	486
73.	St. Mary's Episcopal School	561	570	564
74.	St. Michael's School	259	282	269
75.	St. Paul School	813	796	765
76.	Shady Oaks School	29	49	48
77.	Sky View Baptist Academy	848	1101	1081
78.	Southern Baptist Educational Center	767	1242	1279
79.	Southmoor Baptist Christian School	229	250	269
80.	Spurgeon, C. H. Academy	613	621	489
81.	The Threshold, A Montessori School	15	19	27

	SCHOOL	1973-74	1974-75	1975-76
82.	Thrifthaven Baptist School	440	299	338
83.	Towering Oaks Baptist School	894	982	1070
84.	Towering Oaks-Balmoral School	---	---	103
85.	Trenor's Day School	355	306	208
86.	Trinity Baptist Christian School	316	314	234
87.	Whitehaven Methodist Day School	450	344	433
88.	Whitehaven Presbyterian School	356	366	293
89.	Whitten Heights Christian School	---	---	20
90.	Woodland Presbyterian School	205	303	352
91.	Yeshiva of the South	83	76	78
	Totals:	32,058	35,365	35,449

Schools Closed

1. Balmoral Baptist School (Combined with Towering Oaks)
2. Council Schools, Inc. (Desolved)
3. Harmony Baptist Academy (Disolved)
4. Oak Crest Christian Academy (Disolved)
5. Fairways Baptist School

New Schools

1. Towering Oaks-Balmoral School
2. Central Baptist Church
3. Whitten Heights Christian School

Trafalgar Village School - Branch of Briarcrest Baptist Schools

APPENDIX C

NUMBER OF RECORDED LIVE BIRTHS, FOR
MEMPHIS AND SHELBY COUNTY,
1959 THROUGH 1965

YEAR	WHITE	% LOSS OR GAIN	BLACK	% LOSS OR GAIN	TOTAL	% LOSS OR GAIN
1959	9127		7780		16,907	
		-262 (-2.9%)		-197 (-2.5%)		-459 (-2.7%)
1960	8865		7583		16,448	
		+247 (+2.7%)		+235 (+3.0%)		+482 (+2.8%)
1961	9112		7818		16,930	
		-205 (-2.2%)		-200 (-2.6%)		-405 (-2.4%)
1962	8907		7618		16,525	
		+ 81 (+0.9%)		-109 (-1.4%)		- 28 (-0.2%)
1963	8988		7509		16,497	
		-536 (-5.9%)		+ 51 (+0.7%)		-485 (-2.9%)
1964	8452		7560		16,012	
		-875 (-10.4%)		-469 (-6.2%)		-1344 (-8.4%)
1965	7577		7091		14,668	
		+ 4 (+0.05%)		-261 (-3.7%)		-257 (-1.8%)
1966	7581		6830		14,411	
		-183 (-2.4%)		-258 (-3.8%)		-441 (-3.1%)
1967	7398		6572		13,970	
		-152 (-2.1%)		-177 (-3.0%)		-329 (-2.4%)
1968	7246		6395		13,641	
		+385 (+5.0%)		+444 (+6.4%)		+829 (+5.7%)
1969	7631		6839		14,470	
		+151 (+1.9%)		+291 (+4.1%)		+442 (+2.9%)
1970	7782		7130		14,912	
		-505 (-6.5%)		- 45 (-0.6%)		-550 (-3.7%)
1971	7277		7085		14,362	
		-929 (-12.8%)		-409 (-5.8%)		-1338 (-9.3%)
1972	6348		6676		13,024	
		-373 (-5.9%)		+ 32 (+0.5%)		-341 (-2.6%)
1973	5975		6708		12,683	
		+213 (+3.4%)		-102 (-1.5%)		-111 (+0.9%)
1974	6188		6606		12,794	
		-293 (-4.7%)		-106 (-1.6%)		-389 (-3.0%)
1975	5895		6500		12,405	
1959-75		-3232 (-35.4%)		-1280 (-16.5%)		-4502 (-26.6%)